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ABSTRACT

Designed primarily for business and office education, this instructor's guide is divided into nine units: (1) Why Work?; (2) Career Opportunities; (3) Occupational Information; (4) Self-Evaluation; (5) Letter of Application and Application Blank; (6) Job Interview, Tests, and Forms; (7) Money Management; (8) Job Success Factors; and (9) Job Promotion and Advancement. Further, each unit is divided into a list of behavioral objectives, a unit outline, a list of student activities with transparency masters and handouts, suggested case problems, and student evaluation activities. (A list of supplimentary resource materials is appended.) (LRA)

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INSTURCTOR'S GUIDE

JOB APPLICATION AND INTERVIEW

1979 Edition

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Special recognition for permission to reproduce some of the materials used in this curriculum guide is indicated below.

Block Time--Simulation: Individualized Office Instructional System, Volume 5, 100 Case Problems for the Block Time Simulation Program. East Lansing, Michigan: Department of Secondary Education and Curriculum, Michigan State University, 1969.

Handouts - H-I-2, H-II-5, H-II-6, H-II-7, H-III-5, H-IV-24 through H-IV-34, H-VI-16, H-VIII-10 through H-VIII-21, H-IX-5 and H-IX-6.

Cornett, Frank; Davidson, Walter; Sparks, Major. Case Problems for Enriching Class Discussion. Edited by Judith C. Parsley. Lexington, Kentucky: Instructional Materials Laboratory, University of Kentucky, 1970.

Handouts - H-IV-35, H-IV-36, H-VI-14, H-VI-15, H-VII-9, and H-VIII-2 through H-VIII-9.

Debrum, S. Joseph; Haines, Peter G.; Malsbary, Dean R.; Crabbe, Ernest H. General Business for Economic Understanding, 10th Edition, Teacher's Activity Guide. Cincinnati: South-Western Publishing Company, 1971.

Transparency masters - TM-I-4, TM-I-5, TM-IV-1, TM-IV-2, TM-VII-1 through TM-VII-4, TM-VII-7 through TM-VII-12, TM-VII-16, and TM-IX-1.

Handouts - H-I-1.

Pages - 276 through 279.

Secretarial Orientation and Job Placement. Charleston, West Virginia: State Board of Education. Bureau of Vocational, Technical and Adult Education. Business and Office Education, 1971.

Handouts - H-IV-9 and H-VIII-1.

4

Turner, David R. Office Assistant GS 2-4. New York: Arco Publishing Company, Inc., 1977.

Handouts - H-VII-11.1 through H-VII-11.6.

Pages - 45, 49 through 58 and 242.

Whetstine, Gladys; Nielsen, Linda; Archer, Beverly. Cooperative Office Education. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1972.

Transparency masters - TM-VII-5 and TM-VII-11.

Handouts - H-II-4, H-III-3, H-IV-1 through H-IV-17, H-IV-20, H-IV-22, H-VI-1, H-VI-3, H-VI-4, H-VII-1 through H-VII-6, H-VII-8, and H-IX-1.

Pages - 215 through 219.

INTRODUCTION

JOB APPLICATION AND INTERVIEW

This publication is divided into 9 units:

I. WHY WORK?

II. CAREER OPPORTUNITIES

III. OCCUPATIONAL INFORMATION

IV. SELF-EVALUATION

V. LETTER OF APPLICATION AND APPLICATION BLANK

VI. JOB INTERVIEW, TESTS, AND FORMS

VII. MONEY MANAGEMENT

VIII. JOB SUCCESS FACTORS

IX. JOB PROMOTION AND ADVANCEMENT

Job Application and Interview was written primarily for Business and Office Education; however, this material is readily adaptable to the other vocational areas: (1) Agricultural Education; (2) Distributive Education; (3) Home Economics Education; and (4) Industrial Education.

The underlying theme in developing these materials was to make them self-contained, i.e., no outside reference materials are needed. However, supplementary resource material which could be utilized to enhance student learning is listed in Appendix A.

Each of these units is divided according to the format given below. The material is also color coded according to the colors indicated.

I. Objectives (White)

Each unit has one terminal behavioral objective and several specific behavioral objectives. The terminal objective is the goal for the unit and is accomplished when all specific objectives have been met.

II. Unit Outline (White)

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III. Activities with transparency masters (TM) and handouts (H) indicated (Green)

The activities are intended for class work or discussion. In some instances students will be expected to do outside assignments in order to obtain the information they will need for class. The sequence of activities is left to the discretion of the teacher. In addition, the teacher does not necessarily have to utilize all activities and should be constantly alert for modifying existing activities, deleting unsuitable ones, and adding new ones. The activities sheets are designed so that they may be duplicated and handed out to students.

IV. Transparency masters (White)

V. Handout material (White)

Handout materials also pertain to specific activities and may be duplicated so each student has his/her own copy.

VI. Case Problems - Teacher Suggestions (Pink)

VII. Evaluation (Yellow)

Evaluation for students is based on the specific objectives and on class discussion arising from the activities. The teacher should keep in mind that if some activities were deleted, the evaluation may not pertain to the class discussion and should not be used. The evaluation sheets are also designed so that they may be duplicated and given to students.

VIII. Answers to Evaluation (Pink)

IX. Additional and/or Alternative Evaluation Measures (Pink)

JOB APPLICATION AND INTERVIEW

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WHY WORK?
UNIT I

UNIT OBJECTIVE

At the completion of this unit, the student should be able to give reasons why people work, stress the importance of everyone having an income, explain why employees should be qualified to hold more than one job and discuss the importance of selecting an occupation.

SPECIFIC OBJECTIVES

Students should be able to:

1. List four reasons why people work in addition to earning an income.
2. State why it is considered important that everyone have an income in a capitalistic society.
3. Discuss briefly why it is important that employees be qualified to hold more than one job.
4. Discuss briefly why choosing an occupation is one of the most important decisions a person will make.

WHY WORK?
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with objectives sheet

   B. Provide students with activities sheets

   C. Provide students with handout sheets

   D. Make transparencies

   E. Discuss unit and specific objectives

   F. Discuss activities

   G. Give evaluation

II. Student

   A. Read objectives

   B. Study activities sheets and handout sheets

   C. Complete each activity

   D. Take evaluation

III. Instructional materials

   A. Objectives Sheet

   B. Activities Sheets

   C. Transparency Masters

      1. TM-I-1: Examine Your Goals

      2. TM-I-2: Teenage Labor Force Data St. Louis and Kansas City

      3. TM-I-3: Four Years of High School or More Completed by Adults

      4. TM-I-4: What Unemployment Figures Don't Tell Us

      5. TM-I-5: Narrowing Down the Job Choice

D. Handout Sheets

   1. H-I-1: Types of Work Done by Persons with Different Educational Backgrounds

   2. H-I-2: Should Sandra Complete High School or Get a Job?

E. Case Problem - Teacher Suggestions

F. Evaluation

G. Answers to Evaluation

H. Additional and/or Evaluation Measures

WHY WORK?
UNIT I

ACTIVITIES

Related Materials

1. Divide into groups to discuss why you feel people want to work. Write down ideas expressed in your group so you can give a brief report to the entire class.

2. Relate to the class why some students and parents have moved into the school district.

3. Compile a list of friends', parents' and/or relatives' responses to questions concerning: TM-I-1

   a. Why they work
   b. Why different people choose different occupations
   c. What they consider the most important reasons for work

4. U.S. Bureau of Census data as of March, 1976, shows the educational attainment of Americans 25 years old and over: TM-I-2 TM-I-3

Years of Schooling	Percentage of Total
8 years or less	20.7%
1 to 3 years of high school	15.3%
high school graduate	36.3%
1 to 3 years of college	13.0%
college graduate	14.7%

   Source: *Statistical Abstracts of the United States, 1977.*

   Secure the latest census count for your community and determine how many people fall into each category. You will also view the transparency indicated with this activity.

5. Study and compare job opportunities utilizing the handout indicated at the right. Try to determine the percentages in each of the pie-shaped graphs. H-I-1

6. Divide into groups and select four phrases from the listing that complete this sentence appropriately: Financial security is ______________________________.

   a. having enough to eat
   b. owning a home
   c. having money in your pocket
   d. owning nice clothes to wear
   e. money in the bank
   f. having a steady job
   g. owning a car
   h. possessing job skills
   i. having a college degree
   j. keeping bills paid
   k. a savings fund for emergencies
   l. possessing a high school diploma
   m. owning stocks and bonds
   n. having plenty of insurance
   o. knowing there is enough money to buy things you want
   p. Other ______________________________________.

   After selecting the four phrases, list reasons why you selected them. Give a brief report to the class giving the phrases your group selected in addition to the reasons for selecting them.

7. Acquire an understanding of the meaning of unemployment. In the United States there are approximately 100,000,000 people in the work force. Each month the federal government publishes figures on the number of unemployed people in the form of a percentage. If 5% of the 100,000,000 were unemployed, how many people would this represent? If you were one of the 5%, what would that mean to you? TM-I-4

   You will also view the transparency indicated for Activity 7.

8. Discuss the following topics:

   a. Why is it considered important that everyone in the United States have a job with an income?
   b. What are some problems caused by unemployment in the United States?
   c. What is the federal minimum wage today? Figure the yearly wage if working a 40-hour week. Do you feel you could live on the minimum wage? What is the average salary of a medical doctor in your community for a year? a secretary? a dental assistant? a beautician?

ACTIVITIES

Related Materials

d. Agree or disagree--Some people feel that the federal government should offer a guaranteed minimum income to every family in the United States. According to guidelines for income tax purposes, what figure represents the poverty line for a single person?

e. Which do you consider the more important: High pay but less chance of advancement or low pay but better chance of advancement?

f. Why is it important that employees be qualified to hold more than one job?

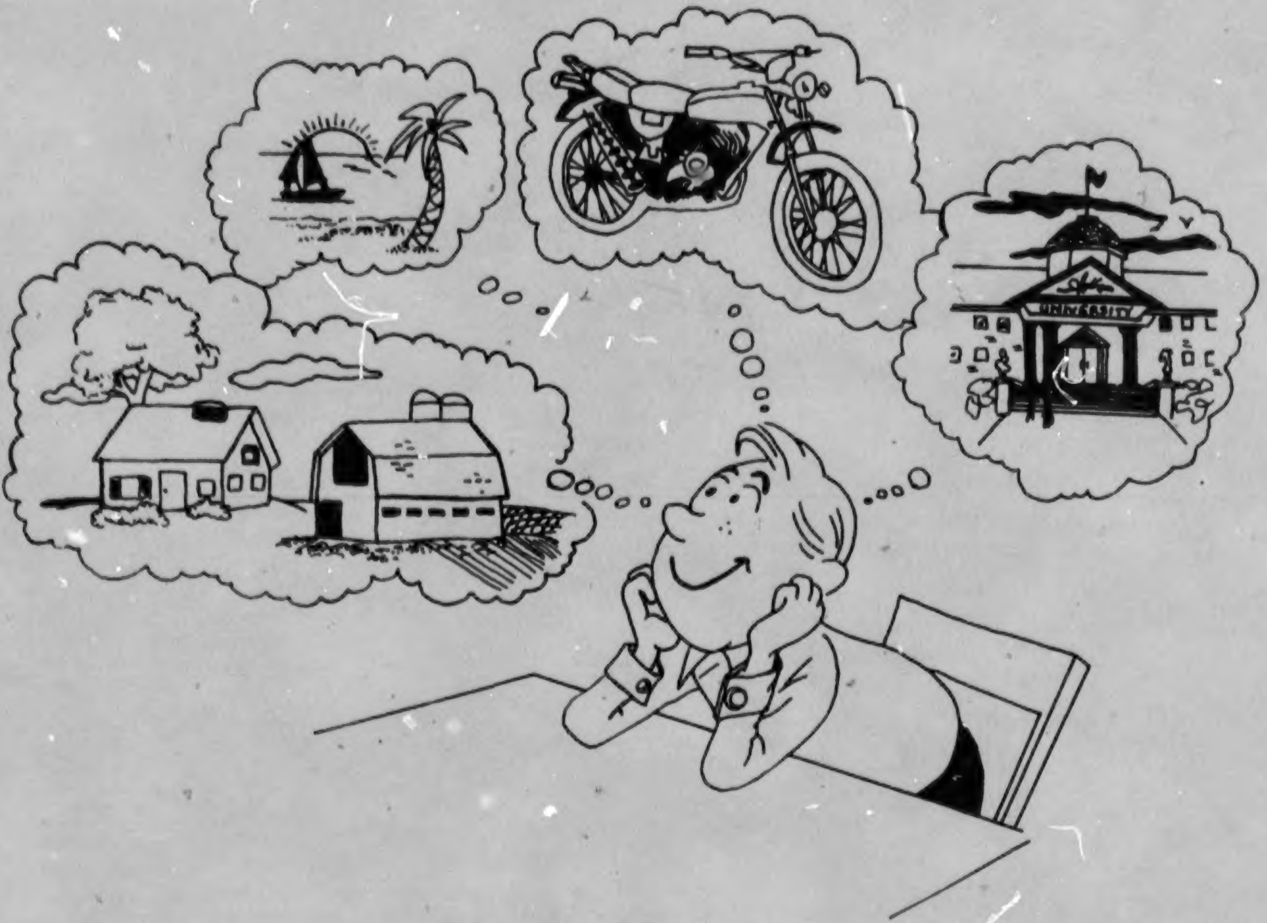
g. Why is the choice of an occupation one of the most important decisions you will make? TM-I-5

You will also view the transparency indicated for 8g.

9. Working will not only bring many job satisfactions but will also create job dissatisfactions. List as many job satisfactions and dissatisfactions as you can think of for an occupation that interests you.

10. Be prepared to discuss the following case problem: Should Sandra Complete High School or Get a Job? H-I-2

EXAMINE YOUR GOALS


UNIVERSITY

TEENAGE LABOR FORCE DATA
St. Louis and Kansas City

	LABOR FORCE	UNEMPLOYED	RATE
ST. LOUIS, TOTAL	1,036,000	76,000	7.3%
AGE: 16 - 19	103,000	18,000	17.5%
KANSAS CITY, TOTAL	602,000	38,000	6.3%
AGE: 16 - 19	64,000	12,000	19.5%

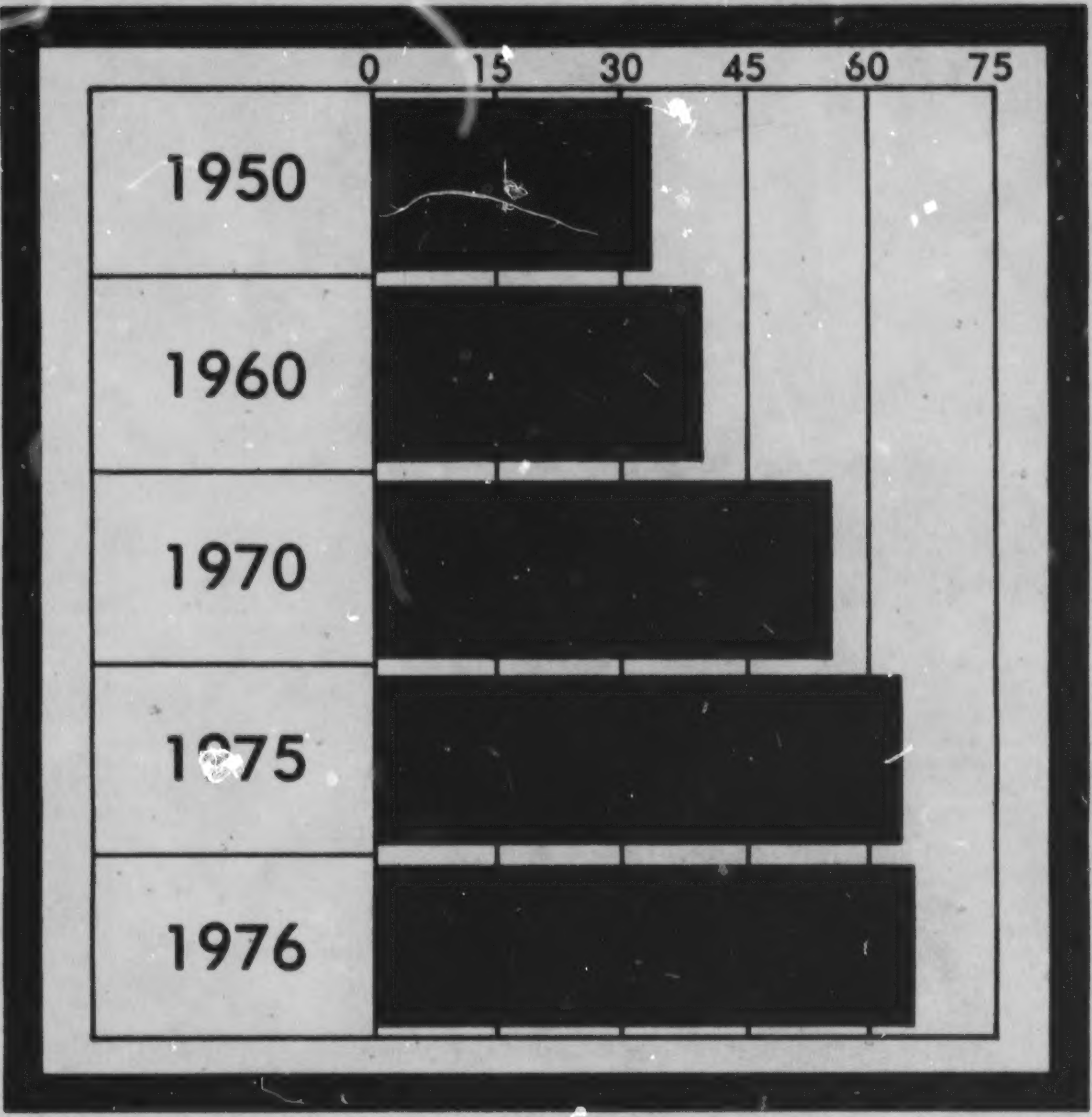
SOURCE: Current Population Survey, 1976 Annual Averages

TM I-3

FOUR YEARS OF HIGH SCHOOL OR MORE COMPLETED BY ADULTS

1950 - 1976

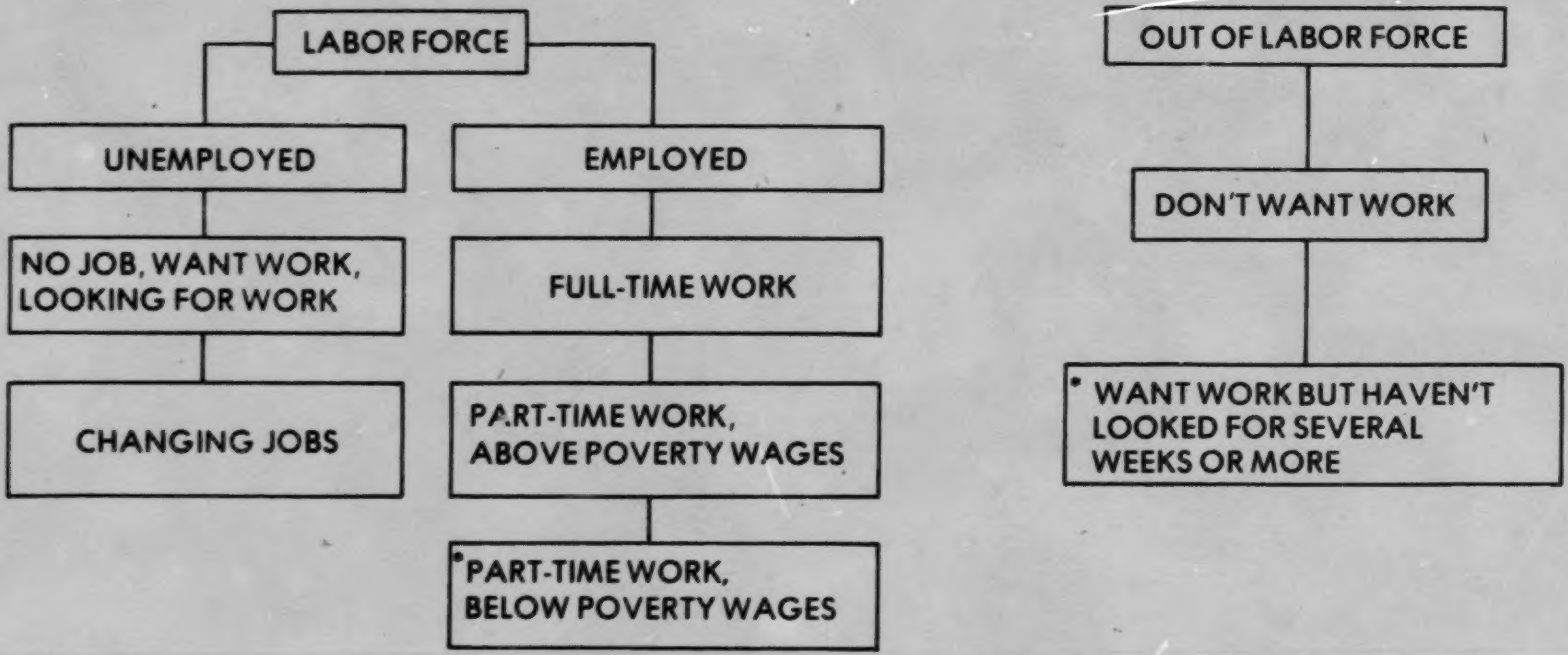
PERCENT OF PERSONS 25 YEARS OLD AND OVER



SOURCE: U.S. Bureau of the Census. Statistical Abstracts of the United States, 1977

What Unemployment Figures Don't Tell Us

UNEMPLOYMENT FIGURES, WHICH ARE UPDATED EVERY MONTH, SHOW MAJOR ECONOMIC TRENDS: BUT THEY DON'T SHOW HOW MANY PERSONS ARE "SUBEMPLOYED."



LABOR FORCE

UNEMPLOYED

NO JOB, WANT WORK, LOOKING FOR WORK

CHANGING JOBS

EMPLOYED

FULL-TIME WORK

PART-TIME WORK, ABOVE POVERTY WAGES

*PART-TIME WORK, BELOW POVERTY WAGES

OUT OF LABOR FORCE

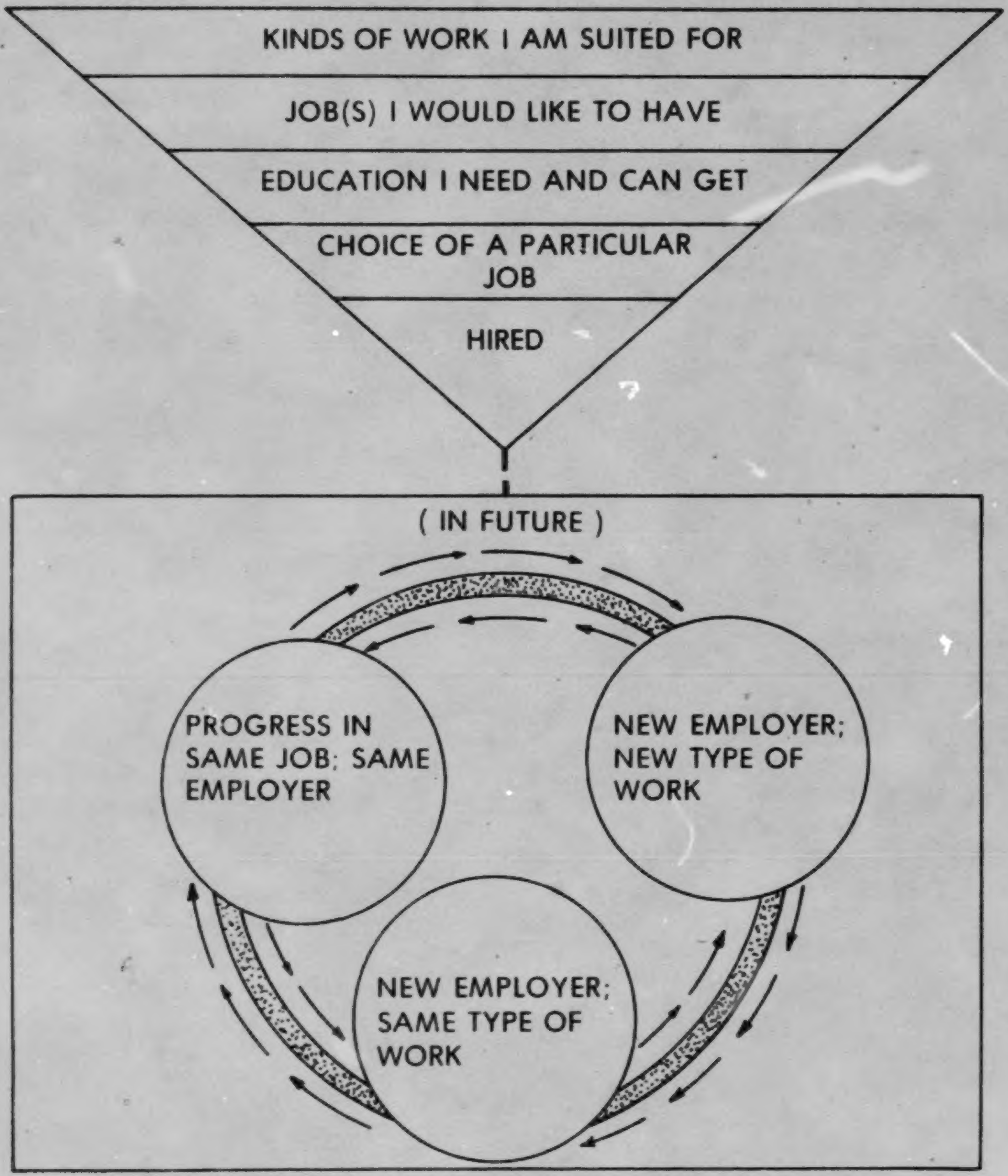
DON'T WANT WORK

*WANT WORK BUT HAVEN'T LOOKED FOR SEVERAL WEEKS OR MORE

* THESE GROUPS ARE SUBEMPLOYED.

THE NUMBER OF SUBEMPLOYED IS UNKNOWN; IN U.S. CITIES WHERE SURVEYS HAVE BEEN MADE RECENTLY, THE SUBEMPLOYED OUTNUMBER THE UNEMPLOYED BY ABOUT [illegible] TO 1.

Narrowing Down the Job Choice



KINDS OF WORK I AM SUITED FOR

JOB(S) I WOULD LIKE TO HAVE

EDUCATION I NEED AND CAN GET

CHOICE OF A PARTICULAR JOB

HIRED

(IN FUTURE)

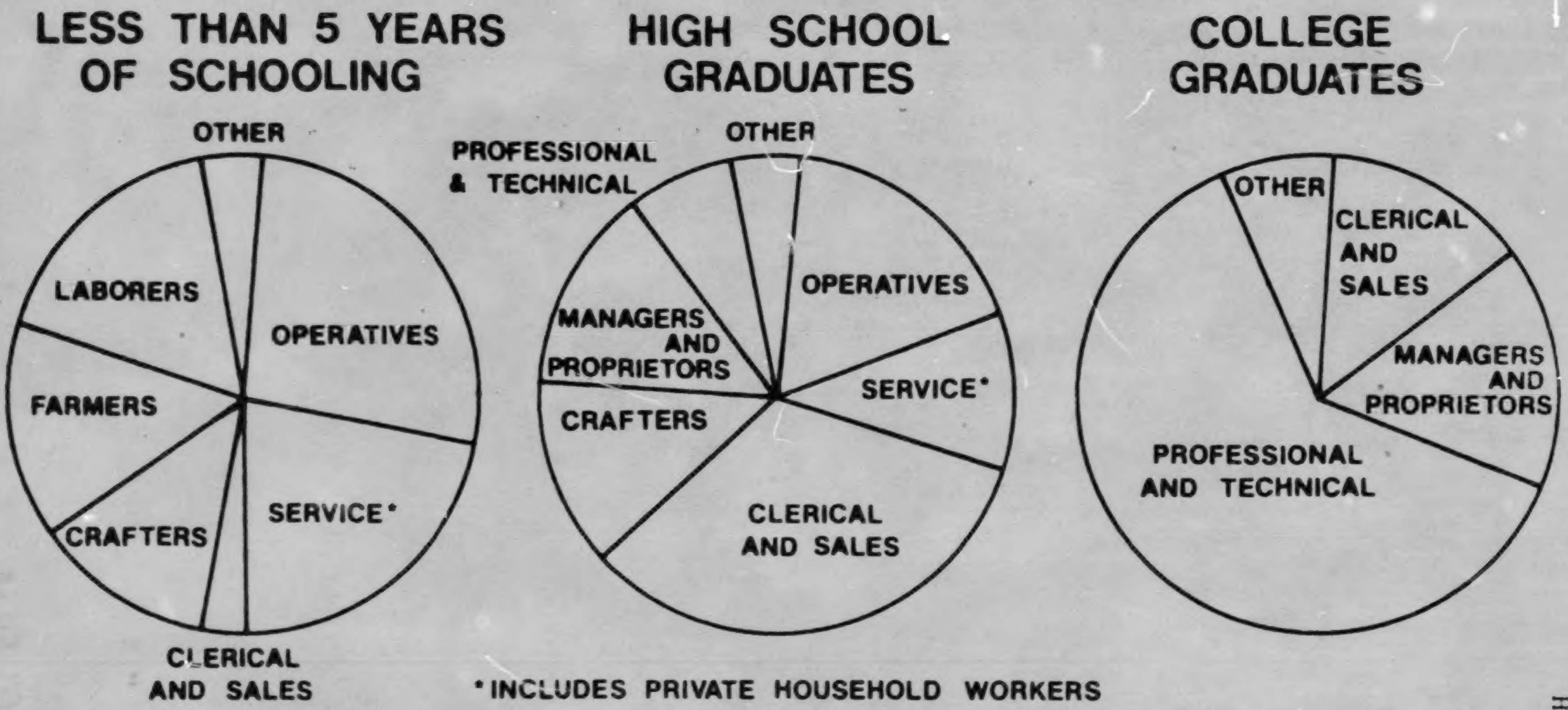
PROGRESS IN SAME JOB; SAME EMPLOYER

NEW EMPLOYER; NEW TYPE OF WORK

NEW EMPLOYER; SAME TYPE OF WORK

A GOOD JOB CHOICE IS BASED ON BOTH YOUR PRESENT SKILLS AND YOUR FUTURE HOPES

Types of Work Done by Persons with Different Educational Backgrounds



LESS THAN 5 YEARS OF SCHOOLING

HIGH SCHOOL GRADUATES

COLLEGE GRADUATES

*INCLUDES PRIVATE HOUSEHOLD WORKERS

Monthly Labor Review

WHY WORK?
UNIT I

SHOULD SANDRA COMPLETE HIGH SCHOOL OR GET A JOB?

I. SITUATION

Sandra Petosky is a first semester senior and has the ambition and potential to become an executive secretary. Since her freshman year, she has followed a secretarial course of study. She has had an unhappy home life during the latter part of her junior year. When she becomes eighteen years old in December, she plans to drop out of school, get a job and leave home.

She is aware that clerk-typist jobs at the beginning of the year are plentiful and that employers would hire anyone. "Why should I worry about completing my high school education?" she asks.

II. QUESTION

If a person were actually hired under special emergency conditions, how far up the promotion ladder do you think he or she would progress?

CASE PROBLEM - TEACHER SUGGESTIONS

SHOULD SANDRA COMPLETE HIGH SCHOOL OR GET A JOB (H-I-2)

A. She would not progress very far. When business began slacking off, she would probably be one of the first to be laid off. If there were any advancements to be made, they would be given to someone who had more education.

B. A high school education is very important; she should reconsider her decision to quit since there are only six months before graduation.

C. If she quit in December on her eighteenth birthday, she would be losing her credits for the first semester. She should at least remain in school until the end of the semester in order to receive credit. She may decide to return to school later for her diploma.

Name ______________________

WHY WORK?
UNIT I

EVALUATION

1. Identify the most obvious motivation for work in each of the following situations:

   a. India has a job which provides her with opportunity for leadership and travel. ______________________

   b. Hendrick's boss compliments him often on a job well done and does not hesitate to tell the company executives what a capable worker Hendrick is. ______________________

   c. Erica has worked for Swanson, Amalgamated for twenty years, and the management assures her of a continuing job and a retirement income. ______________________

   d. Mark enjoys helping people in his job as a well-trained paramedic. ______________________

2. List at least three problems caused by unemployment in our country.

   a. ______________________

   b. ______________________

   c. ______________________

3. Discuss what you can do to help ensure a job for yourself despite changes in job skills and technology.

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4. Discuss how the job you choose may affect not only your work hours but all other areas of your life as well.

WHY WORK?
UNIT I

ANSWERS TO EVALUATION

1. Identify the most obvious motivation for work in each of the following situations:

   a. Personal satisfaction

   b. Recognition

   c. Security

   d. To be of service

2. List at least three problems caused by unemployment in our country.

   (Any three of the following may be included)

   a. Lack of income to purchase goods and services

   b. Contributes to poor self-image

   c. Tends to destroy individual initiative

   d. Increases cost to taxpayers for welfare or other relief programs

   e. Wasted human resources

3. Discuss what you can do to help ensure a job for yourself despite changes in job skills technology.

   The following points might be included:

   a. Examine your interests and abilities

   b. Choose a job field - not just one specific job

   c. Acquire a general background which will allow you to advance or change your direction

   d. Keep up to date on new techniques in your job

   e. Be prepared to seek additional training when necessary

4. Discuss how the job you choose may affect not only your work hours but all other areas of your life.

The following things might be included:

a. Income

b. The friends you choose

c. Where you live

d. Your standard of living

e. Your interests or leisure-time activities

f. Your life goals

WHY WORK?
UNIT I

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

1. Divide the class into small groups so that students may discuss orally their feelings toward work.
2. Administer a self-evaluation form for lower ability students consisting of items which can be answered "yes" or "no."
3. Provide leading statements concerning the working years of our lives and provide the opportunity for students to write their feelings.

CAREER OPPORTUNITIES
UNIT II

UNIT OBJECTIVE

At the conclusion of this unit, students should be able to give reasons why young people seeking employment remain unemployed and explain why the number of unskilled jobs will remain about the same but competition for these jobs will increase. They should be able to explain why highly skilled people have greater job mobility and discuss future trends.

SPECIFIC OBJECTIVES

Students should be able to:

1. List three reasons why young people seeking employment remain unemployed.
2. Discuss briefly why the number of unskilled jobs will remain about the same but competition for these jobs will increase.
3. Explain future trends of major occupational groups.
4. Discuss briefly why highly skilled people have greater job mobility than those who are unskilled.

CAREER OPPORTUNITIES
UNIT II

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with objectives sheet

   B. Provide students with activities sheet

   C. Provide students with handout sheets

   D. Make transparencies

   E. Discuss unit and specific objectives

   F. Discuss activities

   G. Give evaluation

II. Student

   A. Read objectives

   B. Study activities sheet and handout sheets

   C. Complete each activity

   D. Take evaluation

III. Instructional materials

   A. Objectives Sheet

   B. Activities Sheet

   C. Transparency Masters

      1. TM-II-1: Best Bets for Jobs in the Decade 1975-85

      2. TM-II-2: Major Occupational Groups in the United States

      3. TM-II-3: How Employment Opportunities Will Look in the 1980's

      4. TM-II-4: Occupations of Clerical Workers

      5. TM-II-5: Predicted Civilian Labor Force Participation Rates of Women, By Age, 1990

D. Handout Sheets

   1. H-II-1: Availability of Future Jobs
   2. H-II-2: How Employment Opportunities Will Look in the 1980's
   3. H-II-3: Studying Help Wanted Sections
   4. H-II-4: Occupational Information Sheet
   5. H-II-5: Analysis of an Occupation
   6. H-II-6: Large or Small Business
   7. H-II-7: Out on a Limb
   8. H-II-8: A Choice of Jobs

E. Case Problems - Teacher Suggestions

F. Evaluation

G. Answers to Evaluation

H. Additional and/or Alternative Evaluation Measures

CAREER OPPORTUNITIES
UNIT II

ACTIVITIES

	Related Materials
1. Your teacher will start this unit by showing you three transparencies which are indicated for Activity 1. After viewing these transparencies, complete the two handouts indicated for Activity 2. (Note: Handout H-II-2 includes a duplicated copy of the third transparency master (TM-II-3) so you will not have to view the transparency when completing the handout.)	TM-II-1 TM-II-2 TM-II-3
2. Ask friends, parents and/or relatives if they feel job opportunities have changed in the last 10 years. Make a brief list of the changes and report back to class.	H-II-1 H-II-2
3. Gather material from magazines or newspapers on the reasons that young people looking for jobs remain unemployed. Compose (write, tape, present orally) a one- or two-page report on your findings.	H-II-3
4. Read the first handout indicated at the right, which is an occupational information sheet on positions available in business and office occupations. After reading this handout thoroughly, complete the second handout, which is an analysis of an occupation of your choosing.	H-[illegible]-4 H-II-5
5. Discuss why there are still certain job areas that most women do not enter (medical, legal and engineering) even though more women are working today than in the past. a. Is there a loss of potential work here? b. Why do you believe more women do not seek these types of work opportunities?	TM-II-4 TM-II-5
6. Compose (write, tape, present orally) a one- or two-page report expressing your feelings on the following statement: "Job opportunities in the United States are free and equal today." You should validate your answer.	

Related Materials

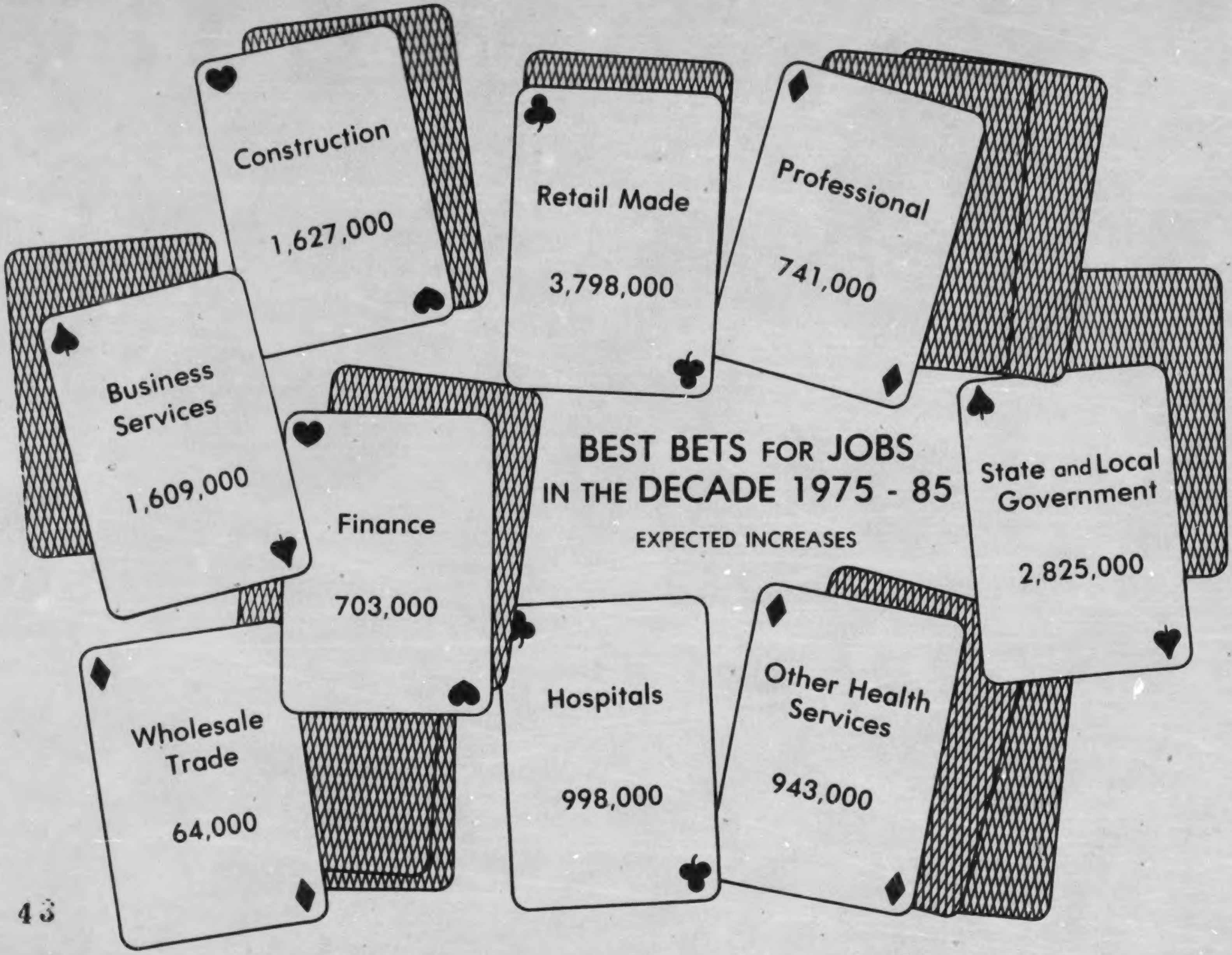
7. Be prepared to discuss the following handouts, which are case problems.

H-II-6
H-II-7
H-II-8

   a. Large or Small Business
   b. Out on a Limb
   c. A Choice of Jobs

BEST BETS FOR JOBS IN THE DECADE 1975 - 85

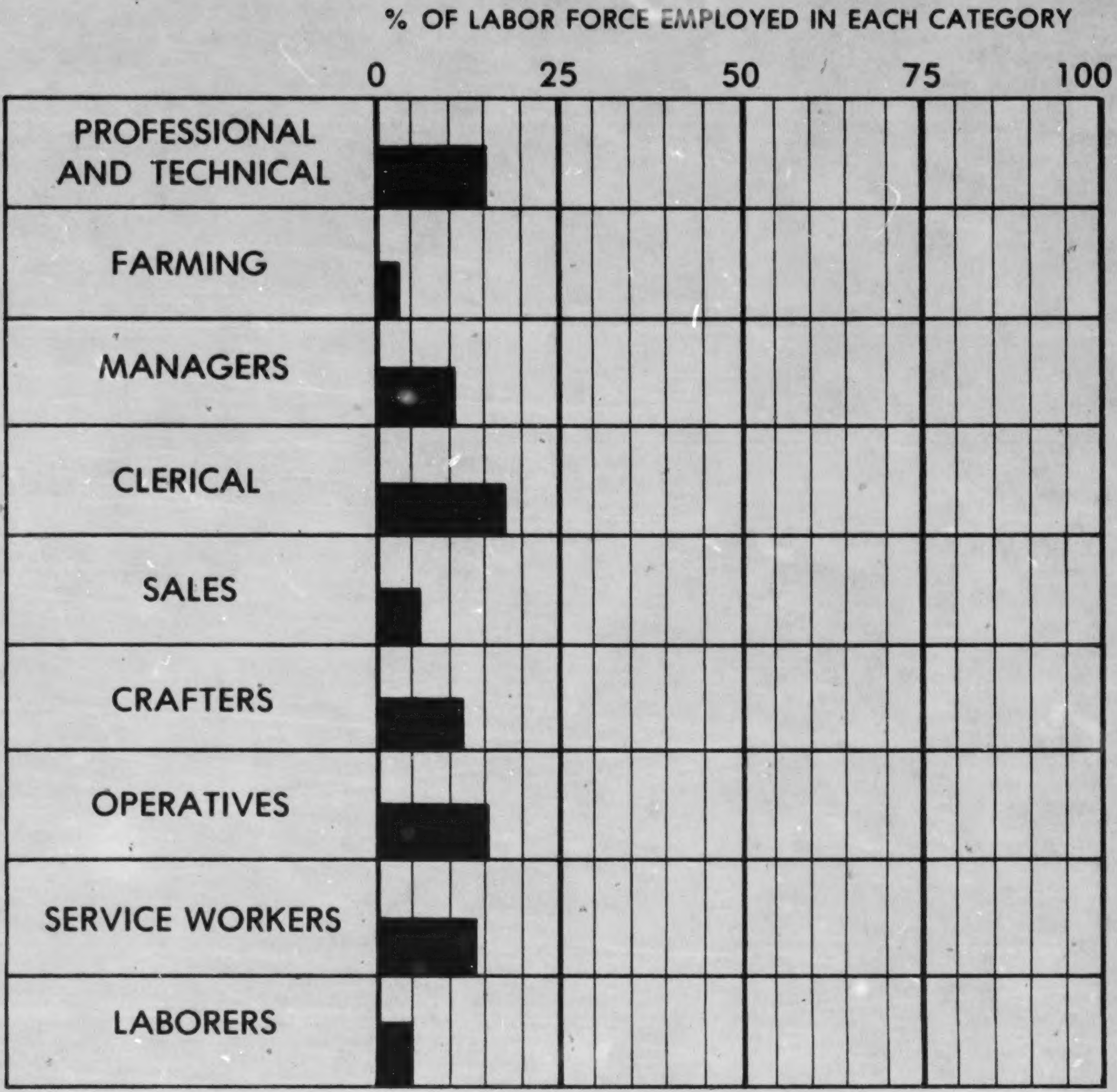
EXPECTED INCREASES



TM II-1

MAJOR OCCUPATIONAL GROUPS IN THE UNITED STATES

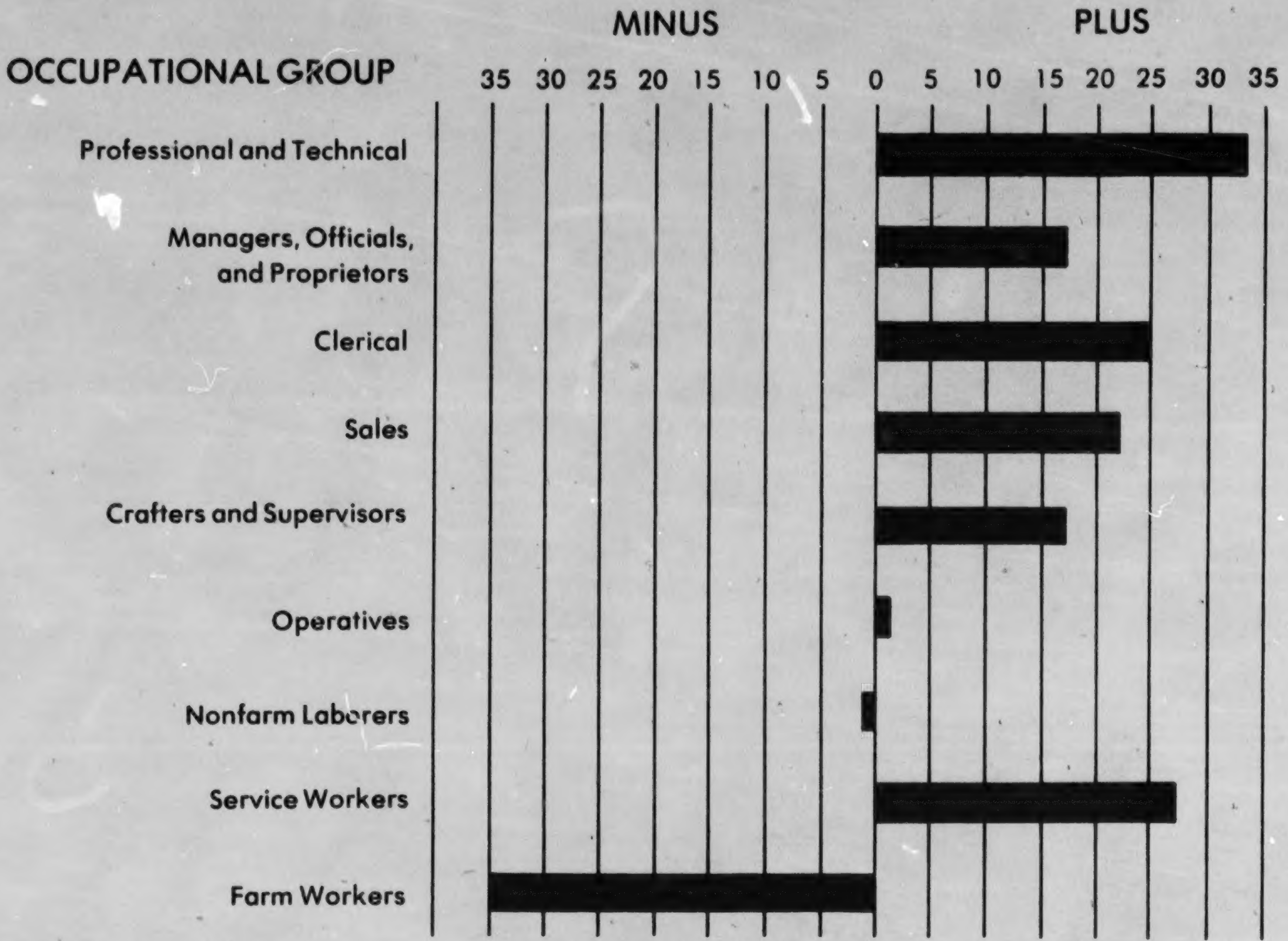
Annual Averages for 1977



SOURCE: Employment and Earnings (January 1978), Table 21, pg. 151

HOW EMPLOYMENT OPPORTUNITIES WILL LOOK IN THE 1980's

PERCENT CHANGE IN EMPLOYMENT 1970 TO 1980



TM II-3
H II-2

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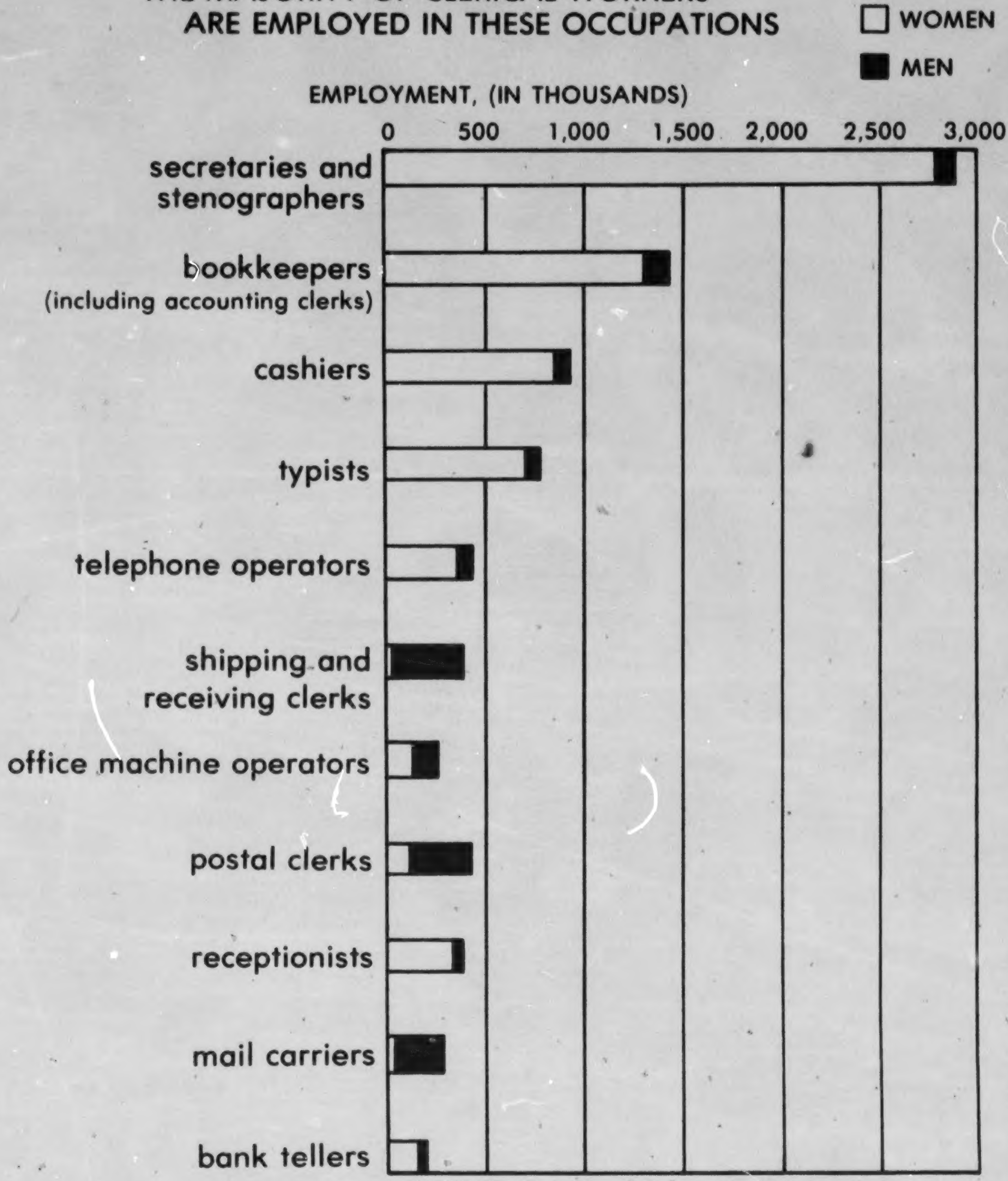
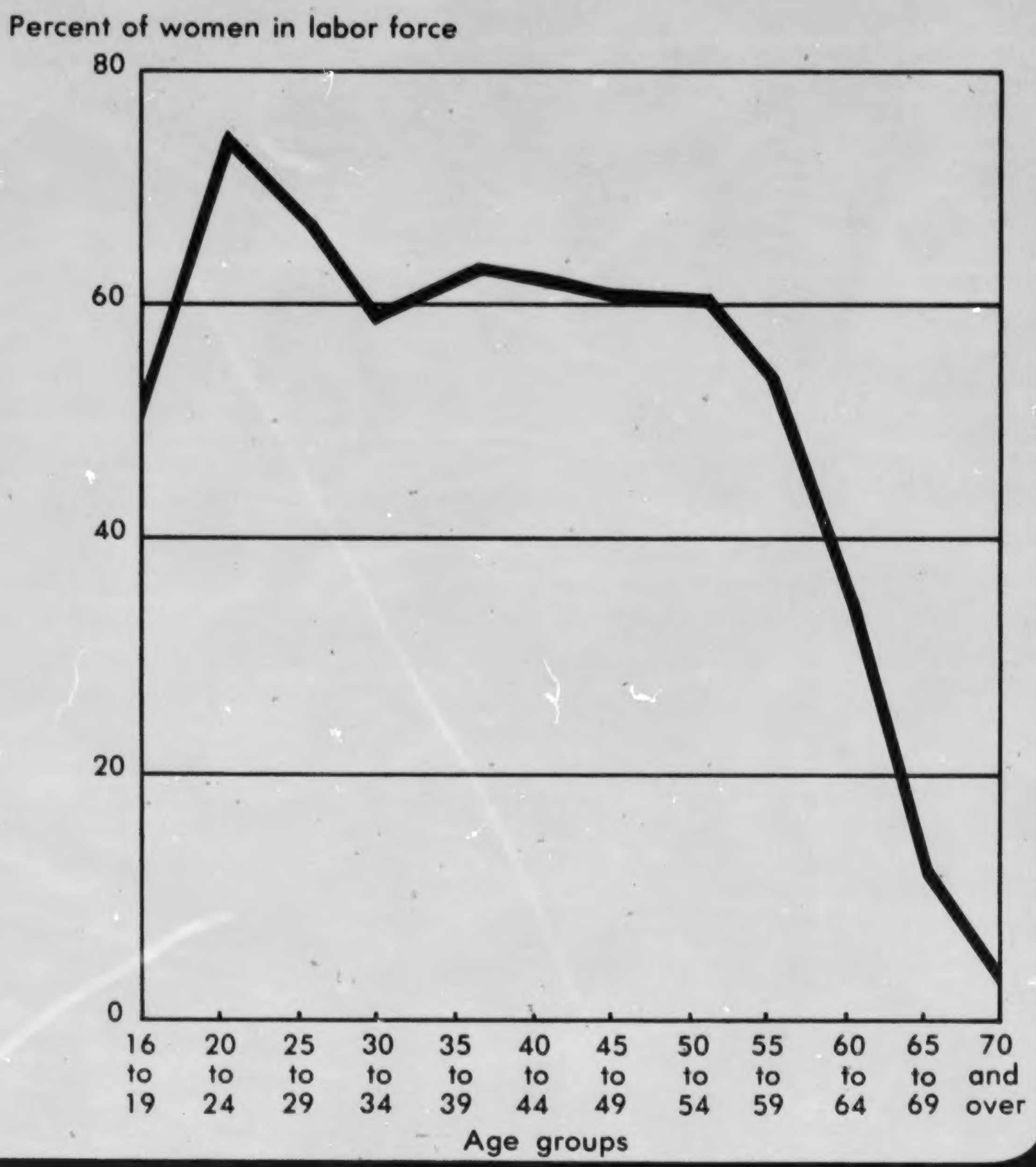
TM II-4

THE MAJORITY OF CLERICAL WORKERS ARE EMPLOYED IN THESE OCCUPATIONS



SOURCE: Bureau of Labor Statistics

Predicted Civilian labor force participation rates of women, by age, 1990



Source: MONTHLY LABOR REVIEW December 1976•
New Labor Force Projections to 1990

CAREER OPPORTUNITIES
UNIT II

AVAILABILITY OF FUTURE JOBS

Getting a job and planning a career can be a problem. One of the biggest challenges is knowing what jobs will be available in the future. It's too bad some kind of crystal ball can't reveal a vivid picture of the job world in 5, 10, or 20 years. The closest we can come to such a vision is through projections. These figures are based on present statistics and current trends. Projections tell us what the future will be like if things continue the way they have been going. Since there is a good chance that current trends will continue, projections are often accurate.

The table projects to the 1980's also, but it uses a different set of categories. Study the table and answer the questions that follow.

TO PROVIDE JOBS FOR 15 MILLION MORE WORKERS

Civilian jobs in 1970: 83.3 million
Civilian jobs in 1980: 98.6 million (official projection)

OPENINGS WILL INCREASE IN THESE FIELDS

	EMPLOYMENT IN 1970'S	EMPLOYMENT EXPECTED IN 1980'S	INCREASE, 1970'S-80'S
Service, miscellaneous	16,098,000	20,887,000	4,789,000
State, local government	9,891,000	13,662,000	3,771,000
Trade	17,614,000	20,282,000	2,668,000
Manufacturing	19,756,000	22,133,000	2,377,000
Construction	4,117,000	5,427,000	1,310,000
Finance, insurance, real estate	4,021,000	4,593,000	572,000
Federal government	2,705,000	2,970,000	265,000
Transportation, communications, public utilities	4,702,000	4,926,000	224,000

OPENINGS WILL DECLINE IN THESE FIELDS

	EMPLOYMENT IN 1970'S	EMPLOYMENT EXPECTED IN 1980'S	INCREASE, 1970'S-80'S
Mining	659,000	584,000	- 75,000
Farming	3,729,000	3,156,000	-573,000

Sources: U. S. Department of Labor

Reprinted from *U. S. News and World Report*, August 2, 1971, Copyright 1971, U. S. News and World Report, Inc.

1. Which category of jobs will show the greatest increase? ____________________ Can you give reasons why? ____________________

2. Which level of government will provide the most job openings? ____________________

3. In what categories are openings expected to decline? ____________________

4. What are some problems involved in absorbing workers from farming and mining into the labor market? ____________________

5. Look in the yellow pages of your telephone directory. Write the name of one local company or agency under each of the categories listed in the table as those in which openings will increase. If all categories are not represented in your community, try to supply the name of the nearest company or agency. You might have to branch to your region or your state.

Services, miscellaneous: ____________________

State, local government: ____________________

Trade: ____________________

Manufacturing: ____________________

Construction: ____________________

Finance, insurance, real estate: ____________________

Federal government: ____________________

Transportation, communication, public utilities: __________

____

6. Why, in Number 5, weren't you told to include the categories in which openings are expected to decline? __________

____

____

7. In which of the companies or agencies that you listed in Number 5 can you picture yourself working when you get into the job market? ____________________

____

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____

____

DO NOT FILM

CAREER OPPORTUNITIES
UNIT II

STUDYING HELP WANTED SECTIONS

Transparency Master II-3 shows employment categories for the United States projected to the 1980's. This exercise will enable you to study job opportunities in these categories.

Secure a recent Sunday edition of your local newspaper, or, if your community is small, from a larger city nearby. Study the "Help Wanted" section. See how many of the categories below are represented by the ads. For example, an ad for an engineer would be under the category "professional and technical." Note that the categories below are lettered from A to I. As you locate examples of jobs in each category in your newspaper, circle the job with a colored pencil and place the appropriate letter by it. Then fill in the information below.

Category	Sample Job Title Found in Newspaper	Approximate Number of Ads in This Category (Check one.)				
		0	1-5	6-10	11-15	16 or more
A. Professional, Technical						
B. Managers, Officials, Proprietors						
C. Clerical						
D. Sales						
E. Crafters Supervisors						
F. Operatives						
G. Nonfarm Laborers						
H. Service Workers						
I. Farm Workers						

H-II-3 continued

1. List three categories in which the greatest number of ads occurred. ____________________

____

2. List any job category in which no advertisements appeared at all. ____________________

3. How does your list compare with the trends shown in TM-II-3? (Check one.)

_____Very similar _____Not very similar

_____Somewhat similar _____Not at all similar

If your list is similar to TM-II-3, what conclusions do you draw from this? If your list is not similar to TM-II-3, why do you think it is not? ____________________

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CAREER OPPORTUNITIES
UNIT II

OCCUPATIONAL INFORMATION SHEET

(POSITIONS AVAILABLE IN BUSINESS AND OFFICE OCCUPATIONS)

Weekly salary ranges given are approximations as of the late 1970's for the Kansas City and St. Louis metropolitan areas. Figures for smaller towns and rural areas are likely to be lower for most occupations.

1. Mail Clerk - File Clerk ($100-$130)
    a. Circulates office mail; delivers messages and supplies
    b. Processes incoming or outgoing mail; performs other routine duties
    c. Performs routine filing and sorting operations; keeps track of removal and disposition of material
2. General Clerk I ($120-$150)
    a. Performs simple clerical duties
    b. Maintains records and prepares reports from basic data (Requires supervision)
3. General Clerk II ($145-$175)
    a. Performs complex and responsible clerical duties
    b. Requires use of analysis and judgment and a detailed knowledge of policies and procedures (Minimum supervision)
4. Accounting Clerk I ($135-$165)

    Checks, verifies and posts vouchers or other simple accounting data of a recurring or standard nature
5. Accounting Clerk II ($160-$190)
    a. Keeps complete set of accounting records in a small office
    b. Handles one phase of accounting in a larger unit; requires training to determine accounting entries, prepare reports, and analyze accounting records
    c. May direct work of junior clerks or bookkeepers (Excludes supervisors)

6. Bookkeeping Machine Operator ($130-$170)

   a. Operates a bookkeeping machine to record business transactions of a recurring and standardized nature
   b. May balance postings to control figures

7. Offset Duplicating Machine Operator ($130-$160)

   a. Sets up and operates offset duplicating machines; cleans and adjusts equipment

   b. May prepare own plates and operate auxiliary equipment; may keep records of kind and amount of work done

8. Telephone Switchboard Operator ($120-$150)

   a. Operates a single or multiple position PBX switchboard

   b. May keep records of calls and toll charges and operate a paging system

9. Typist - Clerk ($120-$150)

   a. Types letters, reports, tabulations and other materials

   b. May prepare stencils or offset masters

   c. Performs clerical duties of moderate difficulty

10. Stenographer ($120-$150)

   a. Transcribes from dictating equipment or records and transcribes shorthand dictation

   b. May perform copy typing or clerical work of moderate difficulty incidental to primary stenographic duties

   c. May operate as a member of a centralized stenographic area or perform the secretarial function for a small group

11. Secretary I ($140-$170)

   Performs secretarial duties for a member of middle management

12. Secretary II ($170-$200)

   a. Performs secretarial duties for a top level executive or person responsible for a major operation

   b. Does work of a confidential nature and relieves principal of designated administrative details; requires initiative and judgment

13. Correspondence Secretary ($120-$150)

   a. Operates all types of automated equipment in a Word Processing Center

   b. Responsible for transcribing and copy typing the many types of work handled in the Center

14. Key Punch Operator I ($120-$150)

   a. Operates an alphabetic or numerical key punch machine to record precoded or readily usable data following generally standardized procedures

   b. May verify work of others, using a verifying machine

15. Key Punch Operator II ($130-$160)

   a. Operates an alphabetic or numeric key punch or verifier to record or verify complex or uncoded data working from source material which may not be arranged for key punching

   b. Follows a pattern of operations generally standardized but frequently including rules and exceptions which demand special attention

16. Tabulating Machine Operator ($160-$230)

   a. Sets up, operates and wires a variety of punched card equipment, including tabulators and multipliers

   b. Wires boards from diagrams prepared by others for routine jobs; uses previewed boards on complex or repetitive jobs

   c. May locate and correct job difficulties and assist in training less experienced operators

17. Computer Operator I ($160-$190)

   a. Operates computers utilizing established programs or programs under development

   b. Loads computer and manipulates control switch on console in accordance with programmed instructions

   c. Observes equipment; detects errors or equipment failure; makes normal adjustments

   d. Maintains necessary operating records

18. Computer Operator II ($170-$210)

    a. Operates computer utilizing established programs or programs under development

    b. Oversees loading of computer and manipulation of controls

    c. Detects nature of errors or equipment failure

    d. May instruct or give limited directions to less experienced operators

19. Programmer ($240-$275)

    a. Analyzes and defines programs for electronic data processing equipment

    b. Conducts analyses of defined systems specifications, develops block diagrams and machine logic flow charts; codes, prepares test data, tests and debugs programs

    c. Revises and refines programs as required; documents procedures used

    d. Evaluates and modifies existing programs; gives technical assistance to lower level classifications

    e. Normally progresses from this classification to a lead programmer

20. Systems Analyst ($270-$310)

    a. Assists in devising computer system specifications and record layouts

    b. Conducts studies and analyses of existing and proposed operations

    c. Prepares all levels of computer block diagrams and may assist in the preparation of machine logic flow charting

(NOTE: More specific salary figures may be obtained from *Office Salaries Directory for United States and Canada*, 1976, Administrative Management Society, Maryland Road, Willow Grove, Pennsylvania 19090.)

SOURCES OF ADDITIONAL OCCUPATIONAL INFORMATION

1. *Dictionary of Occupational Titles*

    a. Lists over 20,000 occupations

   b. Gives a job description and list of duties for each occupation listed

2. *Occupational Outlook Handbook*

   a. Tells duties of the job

   b. Tells training and skills needed

   c. Tells places job is found

   d. Tells how much job pays

   e. Tells future opportunities for the job

CAREER OPPORTUNITIES
UNIT II

ANALYSIS OF AN OCCUPATION

1. Select an occupation in which you are interested as a career.
2. Research this occupation using the references listed in this unit.
3. Write a report on that occupation including the following information:
    a. Job description
    b. Requirements and qualifications
        1) Personal traits
        2) Aptitudes
        3) Physical abilities
    c. Preparation and training needed
    d. Prospects and opportunities available
    e. Salaries and jobs available
        1) Hours of work
        2) Fringe benefits
        3) Working conditions
        4) Salary for local area
        5) Starting salary
        6) Average salary
    f. Sources of training
    g. Related occupations

CAREER OPPORTUNITIES
UNIT II

LARGE OR SMALL BUSINESS

I. SITUATION

Sylvia, a senior enrolled in the vocational business and office education program at the local high school, wanted to become a private secretary. She did not know whether she would be happier working in a small business or in a large business firm.

Her instructor had told the class of two positions that were open--one in a small business and the other with a large, nationwide firm. Sylvia had the necessary qualifications for either job but did not know for which she should apply.

II. QUESTIONS

A. What could you tell Sylvia about working in a small business office?

B. How might a large business office differ from the small business office?

C. For which job do you think Sylvia should apply?

D. Do you think a different type of personality would be involved for the individual working in a small business office than the one working in a large business firm?

E. Do you think Sylvia would escape responsibility by working in a large business firm?

F. Which job do you think you would prefer? Why?

CAREER OPPORTUNITIES
UNIT II

OUT ON A LIMB

I. SITUATION

Mark Baker had taken only academic courses in high school and upon graduation planned to go to college to study music. After the first semester Mark was in college, his father had an accident and was not able to support the family and send Mark to college. Not wanting to give up his college career, Mark tried to get a job as a clerk in an office. When the prospective employers discovered that he had no business and office education background, they told him they would not consider him for a job. Finally, through the placement office of the college, he was able to get a job as a file clerk at one of the college offices.

After working for several months, Mark realized that he needed to get a higher paying job. In order to do this, he felt that he needed some business courses. Mark went to a counselor in the Business Department to find out what he could do to improve his lack of business preparation.

II. QUESTIONS

A. What should Mark's high school have done to help him?

B. What would you tell Mark if you were the college counselor?

C. What could Mark have done in his own field to help pay his way through college?

D. What should Mark have done while he was in high school?

E. Do you believe that all employers hire only people with experience? Why or why not?

CAREER OPPORTUNITIES
UNIT II

A CHOICE OF JOBS

I. SITUATION

The top student in the office practice class was Stacey. She had always wanted to be a secretary. Now at graduation time, she just knew that someday she would have a wonderful office of her own and be that often-dreamed-of executive secretary. She was proud of herself, in a modest way; and her teacher was also proud of this 17-year-old young lady. All she needed now was a job so she could save some money and then be off to the city to fulfill her dream.

The day before graduation the teacher told her that a local lawyer was looking for a stenographer-receptionist in his one-girl office, and she could have the job. The pay was low but working conditions were good. When the teacher told her the amount of the salary, Stacey said, "I can earn more than that clerking in the downtown department store, and they offered me a job. What I need is money to get down to the city where there are real opportunities. I do thank you for this offer, but I just can't afford to take it."

II. QUESTION

Which job would you have taken? Explain your choice.

CASE PROBLEMS - TEACHER SUGGESTIONS

LARGE OR SMALL BUSINESS (H-II-6)

A. In a small office there would be a wide variety of duties and responsibilities, less rigid beginning salary restrictions, and fewer opportunities for advancement. Usually there are not regular raise schedules and there are fewer fringe benefits.

B. The work would be more specialized in a large office. There would be more opportunities for growth and promotion. There would be a variety of personalities within the organization under which to work.

C. If her goal is to become a private secretary, the larger firm would give her a better opportunity for advancement.

D. Not necessarily. However, the small office would need a more outgoing individual than a large firm, where personality might be developed over the years.

OUT ON A LIMB (H-II-7)

A. The business education counselor and the music counselor could get together and work out a better schedule for Mark. They might advise him to stay on his present job until he is able to do some typing and then apply for another job through the College Placement Office. Mark might also give some music lessons.

B. While Mark was in high school, he should have gone to the counselor to ask for some business courses so that he would have been better prepared to work his way through college. The guidance counselor at the high school should have also mentioned this to Mark so that he would have been more aware of what was offered by the vocational departments of the school.

A CHOICE OF JOBS (H-II-8)

Students should be taught that nothing takes the place of experience in an office. The stenographic job offered to Stacey would not only have given her experience, but she would have been able to learn to be a legal stenographer, which is a specialized field.

While it is true that salary is important, a 17-year-old could use the training to make her more valuable. Many firms do not hire workers under 18, and she could have used the year as training.

If Stacey takes the clerking job for a year, all of her office skills will be rusty.

Name ______________________________

CAREER OPPORTUNITIES
UNIT II

EVALUATION

1. List three things you might do to improve your employment possibilities.

   a. ____

   b. ____

   c. ____

2. Discuss the employment opportunities which may be available to you upon graduation in terms of skilled versus unskilled jobs.

   ____

   ____

   ____

   ____

3. In this unit you have studied major occupational groups. All of these groups show a percentage increase except nonfarm laborers and farm workers. What is the reason for this trend?

   ____

   ____

   ____

   ____

4. Discuss the advantages of job mobility and how job skills can contribute to it.

   ____

   ____

   ____

CAREER OPPORTUNITIES
UNIT II

ANSWERS FOR EVALUATION

1. List three things you might do to improve your employment possibilities.

    a. Learn about job opportunities and how to seek employment.

    b. Examine your attitudes and appearance with the intent to improve them.

    c. Learn a job skill.

2. Discuss the employment opportunities which may be available to you upon graduation in terms of skilled versus unskilled jobs.

    The population growth and the changing nature of many jobs to require additional or new skills will mean that the demand for skilled jobs will be greater. Your job skills may be an important factor in your employability.

3. In this unit you have studied major occupational groups. All of these groups show a percentage increase except nonfarm laborers and farm workers. What is the reason for this trend?

    Technology has decreased the need for farm workers. New methods and machinery have cut the proportion of manpower required to produce farm products.

4. Discuss the advantages of job mobility and how job skills can contribute to it.

    Job mobility allows the worker to take a better position within the same firm or town or move to an area where opportunities are greater. Skilled workers are more in demand and are more readily considered for promotions or jobs with other companies.

CAREER OPPORTUNITIES
UNIT II

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

Allow the students to design a transparency to show the job they would like and the duties involved on this job.

OCCUPATIONAL INFORMATION
UNIT III

UNIT OBJECTIVE

At the completion of this unit, the student should be able to list sources of employment placement, explain the purposes and functions of public and private employment agencies and explain what "fee" and "no fee" mean.

SPECIFIC OBJECTIVES

Students should be able to:

1. List five sources of information one might use when seeking a job.
2. Discuss the role of the public employment agency, both in finding jobs for workers and in finding workers for jobs.
3. List and describe the differences between public and private employment agencies.
4. Explain the difference between the meaning of "fee" and "no fee."

OCCUPATIONAL INFORMATION
UNIT III

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with objectives sheet.

   B. Provide students with activities sheets

   C. Provide students with handout sheets

   D. Make transparencies

   E. Discuss unit and specific objectives

   F. Discuss activities

   G. Give evaluation

II. Student

   A. Read objectives

   B. Study activities sheets and handout sheets

   C. Complete each activity

   D. Take evaluation

III. Instructional materials

   A. Objectives Sheet

   B. Activities Sheets

   C. Transparency Masters

      1. TM-III-1: Help Wanted Ads

      2. TM-III-2: Employment Wanted Ads

   D. Handout Sheets

      1. H-III-1: Most Frequent Job Information Sources

      2. H-III-2: Analysis of Want Ads

      3. H-III-3: Finding the Job for You

4. H-III-4: A Case Study

5. H-III-5: "Now Tell Me, What Do You Know About Our Company?"

E. Case Problems - Teacher Suggestions

F. Evaluation

G. Answers to Evaluation

H. Additional and/or Alternative Evaluation Measures

OCCUPATIONAL INFORMATION
UNIT III

ACTIVITIES

	Related Materials
1. Read the handout indicated at the right, which covers sources and ways to look for a job. In addition, you will view two transparencies which pertain to the handout.	H-III-1 TM-III-1 TM-III-2
2. Obtain a copy of the classified section of your newspaper or a large metropolitan newspaper and write a paper on the following questions: a. How do private employment agency ads differ from regular help wanted ads? b. What do the terms "fee" and "no fee" mean? c. Do public employment agencies advertise in the newspaper? (Why or why not?)	
3. Bring newspaper ads to class and utilize the handout indicated at the right.	H-III-2
4. The handout indicated at the right will assist you in finding the right job for yourself. Complete it to the best of your ability.	H-III-3
5. Discuss the subject of advancement with friends, parents and/or relatives. If possible, find out from each the beginning job and approximate salary. Then find out something about each advancement, present position and approximate salary. Ask the individual to explain the efforts made to secure the promotion. Was additional training necessary? Compose (write, tape, present orally) a one- to two-page report on your findings.	
6. Be prepared to discuss the following statement: "Some people make statements to the effect that anyone who is willing to work can find a job."	
7. Be prepared to discuss the following statement: "In the United States anyone can go into any type of work she or he chooses." Then why doesn't everyone go into the highest paying jobs?	

Related Materials

8. Contact several employment agencies to find out the services provided, the cost of services and the operating policies of each agency. Give an oral report of your findings to the class.

9. Be prepared to discuss the handouts, which are case problems.

   a. A Case Study — H-III-4

   b. "Now Tell Me, What Do You Know About Our Company?" — H-III-5

HELP WANTED ADS

KEY PUNCH **$550**
Advance fast if you have 1 year's exper.
Free parking. Call Dianna. 236-2497
$$EXECUTANTS $$
1330 Classen Suite 202

DENTAL TRAINEE
No exper. necessary. Some receptionist work. Neat and personable.
HURRY! 528-2431 KING PERSONNEL
5th FLOOR
ROTHCHILD'S

CLAIM SECRETARY
Will train sharp beginner 350-4001
SOONER Empl. 4545 Lincoln — 108

GENERAL: Use your lite office skills to make a future top NW firm
Call Mrs. Soderbert 848-2606
SNELLING & SNELLING

EXEC. SECY $720
Prestige position with great co. in N.W. OKC. Posh off. Call Diana
$$ EXECUTANTS $$
1330 Classen Suite 202 236-2497

General office work. Part-time, full time available later. Must use 10-key adding machine. Located NW 236- 7780

Evening shift No calls, apply in person
Sherman's Grill, 4221 S. Robinson

EXPERIENCED HAIRDRESSER FOR ESTABLISHED NW BEAUTY SALON, OFFERING PAID VACATION & GUARANTEE. APPLY IN PERSON:
1511 N Meridian

WANTED ADS EMPLOYMENT

Salesladies-Saturdays, $2.65 hour & up. Apply 115 NW 44th. 3 to 6 p.m.

47

Situation Wanted

IRONING $1.00 DOZ.
681-0652

PRACTICAL NURSE AVAILABLE FOR PRIVATE CARE JA 8-5051

CHILD CARE my home for 1 or 2 babies. Day or night. JA 5-5384

Legal Secretary, shorthand, exc. diversified, exper. 18 yrs. 942-1608

Composition Coder. Full time. Good typing skills necessary. No calls, apply in person. 222 Market Street Free Parking.

47-A

Nursery - child care

BABYSITTING IN MY HOME, Mon. - Fri. - Licensed. 946-8849

Child care my home, 24 hr. , any age, S.W. area, drop-ins welcome 232-3979.

Child Care — 925 SW 25. Babies $12.50 week, diapers furn. 634-3583

OCCUPATIONAL INFORMATION
UNIT III

MOST FREQUENT JOB INFORMATION SOURCES

1. Tips from friends, relatives neighbors and acquaintances

   Tips from these four sources open more doors to jobs than any other single means. Approximately half of all jobs are secured in this manner. So let it be known that you are looking for employment.

2. Personal application to businesses in which you are interested for employment

   This is the second best job-hunting method. Before you start, plan your strategy. Use directories (such as the telephone directory) to look up possible sources of employment before starting out. By investigating all possible sources of employment within a given area, you will be able to make maximum efficiency of your time. This will allow you more opportunities to interview different businesses.

3. Former employers

   Former employers can provide good recommendations. Because of their contacts within business circles, former employers often learn of employment opportunities. Most former employers are more than willing to recommend good former employees.

4. Newspapers

   Employment opportunities are listed daily in the classified section of your newspaper. There are basically four types of ads placed in the newspaper:

   a. Inquiry by a specific company

   b. A "blind" placement

   c. Job placement through enrollment in special courses

   d. General listing by employment agencies

   In addition, you may plan an ad in the newspaper seeking employment. This type of ad is generally more valuable to experienced workers, i.e., those having previous work experience. If an ad is placed in the newspaper, it should state your qualificiations clearly, ask for a specific type of work, omit your name to keep it confidential and finally the cost of the ad should be taken into consideration.

5. Employment agencies (public and private)

   Employment may be secured through public (government owned) and private employment agencies. Each state maintains employment offices in a number of cities within the state. Employers often list employment opportunities with these offices. The public employment agency will interview, counsel applicants and test them to determine their interests, abilities, needs for training and/or education. No fee is charged to any state resident. Private employment agencies perform the same function as public employment agencies. However, a private employment agency will charge a fee. This fee is paid only if you are placed on a job.

6. Unions

   Some labor unions maintain hiring halls and provide information on employment opportunities.

7. Government personnel offices

   The federal civil service, state civil service and local municipalities maintain employment offices. These are often located within federal buildings (often the post office), state buildings, courthouses or city halls. Some may be located at service establishments. Prior testing is often required before applications are acceptable.

8. School placement services

   Most schools maintain offices that provide information on available employment. Check with your teacher or counselor.

OCCUPATIONAL INFORMATION
UNIT III

ANALYSIS OF WANT ADS

From your city newspapers cut out four "want ads," each pertaining to a different kind of job opportunity. Mount these at the bottom of this page and underline the requirements that are stated in each advertisement. Next, from these advertisements supply the information requested in the form below.

Brief Description of Job Opportunity	Amount of Experience Required	Other Qualifications: Education, Skills or Special Abilities, Age, Personality Factors, Physical Requirements, etc.

OCCUPATIONAL INFORMATION
UNIT III

FINDING THE JOB FOR YOU

How to find the right job for you

1. Examine your interests
    a. Favorite school subjects
    b. Least favorite school subjects
    c. Hobbies, sports and special interests
    d. Types of people with whom you like to work
    e. Where you like to work--indoors or outdoors, small firm or large
    f. Types of work you enjoy
    g. Types of work you dislike
2. Study your goals for the future
    a. What you hope to be doing in two or five years
    b. Where you hope to be in two or five years
    c. Types of experience and training needed to reach your goal
3. Analyze your personal qualities
    a. Ability to work well with others
    b. Ability to work well under pressure
    c. Neatness, orderliness
    d. Ability to work independently
    e. Good judgment
    f. Concentration
    g. Resourcefulness and imagination
    h. Dependability
    i. Drive and ambition

4. List your basic job skills
    a. Communication skills--writing, talking, listening, reading
    b. Language skills--grammar and word usage, spelling, punctuation, vocabulary
    c. Mathematics and numbers
5. List your specific job skills
    a. Typing
    b. Shorthand
    c. Bookkeeping
    d. Filing
    e. Office machines
6. Analyze the jobs available to find the specific skills and rates of accuracy required
7. Take employment tests to evaluate specific job skills
8. Match your skills to those required for specific jobs

FINDING THE JOB FOR YOU

Directions: Use the first pages of this handout to aid you in completing the information below.

1. What are your interests? List below your favorite school subjects, the type of work you like to do and the types of activities in which you like to participate. Include also those things you particularly dislike.

LIKES	DISLIKES

2. What do you hope to be doing in two or five years?

3. Where do you hope to be in two or five years? In a small town? A large city? Working for a governmental agency?

H-III-3 continued

4. List three to six types of skills, training and/or experiences needed to reach your occupational goal. (Specify occupational goal.)

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

5. Analyze your personal qualities. List your good qualities and poor qualities below.

GOOD QUALITIES	POOR QUALITIES

6. List your basic job skills. Are you a good listener? Talker? Reader? Are you good at spelling? Mathematics? Punctuation? List your strong and weak points below.

STRONG POINTS	WEAK POINTS

7. List your specific job skills. Include your rate of accuracy for each skill. List also each specific office machine you can operate.

8. Name two jobs for which you are considering applying.

   a. ____________________

   b. ____________________

9. List the job skills and training needed for these jobs. Consult the *Occupational Outlook Handbook* and *Dictionary of Occupational Titles*.

Job "A." ____________	Job "B." ____________

H-III-3 continued

10. Compare those skills required for the jobs mentioned above to your job skills.

OCCUPATIONAL INFORMATION
UNIT III

A CASE STUDY

I. SITUATION

Curtis Attwood recently graduated from high school, where he had taken several business courses, including two years of accounting. After looking unsuccessfully for a job for five weeks, he decided to seek a job through a private employment agency. He found a job and agreed to pay the private employment agency 20 percent of his first three months' salary, his monthly salary being $540.

II. QUESTIONS

A. Do you feel Curtis made the right decision? (Why or why not?)

B. How much did he have to pay the private employment agency?

OCCUPATIONAL INFORMATION
UNIT III

"NOW TELL ME, WHAT DO YOU KNOW ABOUT OUR COMPANY?"

I. SITUATION

Teresa received her office education in a small town and went to a neighboring city. She made application for a stenographic position with a large electronic firm which was nationally known for its radio and television sets, and it had been in the recent news for its contributions to the manned space flights.

The firm had an employment testing center; and even though Teresa was nervous about her skill tests in shorthand and typing and the general clerical and personality tests, she did well. Teresa was thrilled when a week later she received a letter asking her to report for a personal interview. She knew that the salary and fringe benefits were very good and that there would be opportunities for her to advance through in-service training. Teresa was conscientious and ambitious and knew she would apply herself.

She dressed with care for the interview appointment. When she walked into the personnel director's office, Teresa felt confident that she would pass inspection in personal appearance. The personnel director greeted her cordially and asked her to be seated.

"You have good qualifications for a beginning position, Miss Gonzales," he said. "I like the way you filled in your application completely and neatly, and you have a very nice handwriting."

Teresa smiled and said, "Thank you." And she began to feel her nervousness fade away.

Then he said, "Now, tell me, what do you know about our company?"

Teresa leaned forward in her chair, her hands clutched her purse tightly, and she said, hesitatingly, "Well, I think you make radios and things."

II. QUESTIONS

A. What good qualities did Teresa demonstrate in completing the application and during the interview?

B. What further steps should Teresa have taken to prepare herself for the interview?

C. Why would a personnel director ask the question, "Now tell me, what do you know about our company?"

OCCUPATIONAL INFORMATION
UNIT III

CASE PROBLEMS - TEACHER SUGGESTIONS

A CASE STUDY (H-III-4)

A. Yes. Since Curtis could not find a job for five weeks, he made the right decision by seeking employment through a private employment agency.

B. $324.00.

"NOW TELL ME, WHAT DO YOU KNOW ABOUT OUR COMPANY?" (H-III-5)

A. Teresa demonstrated many good qualities. She had worked on her handwriting, wrote legibly and had adequate information to fully complete her application. Teresa boosted her confidence by dressing with care and was pleasant, smiled, and did well in saying a simple "Thank you" when the personnel director complimented her.

B. Many companies offer in-service training. Students should be taught to look for these opportunities.

C. She should, of course, have found out more about the company. This wasn't difficult because it had been in recent news. But even if it hadn't been, she should have found out as much as possible about the company before going for the interview.

D. Knowing about a company demonstrates good faith. The applicant shows that she is interested in the company and not only in the salary and fringe benefits.

Name ______________________________

OCCUPATIONAL INFORMATION
UNIT III

EVALUATION

1. Select and record below five of the most commonly used sources for job information.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

2. List and discuss the two main public service functions provided by public employment agencies.

   a. ____

   ____

   ____

   b. ____

   ____

   ____

3. Discuss the basic differences between public and private employment agencies.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

OCCUPATIONAL INFORMATION
UNIT III

ANSWERS FOR EVALUATION

1. Select and record below five of the most commonly used sources for job information.

   a. Friends and relatives

   b. Employment agencies - private and public

   c. Newspapers

   d. Government personnel offices

   e. Personal application to businesses in which one is interested

   f. Unions

   g. Former employers

   h. School placement services

2. List and discuss the two main public service functions provided by public employment agencies.

   a. To find jobs for workers, provide counseling, arrange interviews and give vocational tests

   b. To find workers for jobs, to assist employers in securing workers and to arrange interviews for persons who fill the requirements of the job

3. Discuss the basic differences between public and private employment agencies.

   Private agencies charge a placement fee when employment is secured and require the job seeker to sign a contract upon registering with the agency. Public agencies require no fee and are usually supported by government, religious or charitable organizations.

OCCUPATIONAL INFORMATION
UNIT III

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

1. What are some ways of locating and finding jobs?

   a. List the people you know whom you will want to inform that you are job hunting.

   b. Are there some former employers who might help you locate a new job?

   c. Are there some businesses where you would like to make a personal appearance and application?

   d. Give the phone number and address of the two private employment agencies nearest your home.

   e. What public employment agency is nearest your home?

SELF-EVALUATION
UNIT IV

UNIT OBJECTIVE

At the conclusion of this unit, the student should be able to explain why employees do not succeed on a job; discuss how a job could be matched to an employee; describe a well-balanced diet; list characteristics of good posture, speech, and grooming; and explain what personality means.

SPECIFIC OBJECTIVES

Students should be able to:

1. List five reasons why employees do not succeed on a job.
2. Describe what constitutes a well-balanced diet.
3. Explain what personality means.
4. Discuss the importance of good grooming and good speech in one's relationship with other people.
5. List at least three ways to maintain good health.
6. Explain the importance of considering one's own suitability for a job--including ability, education and personal characteristics.

SELF-EVALUATION
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide students with objectives sheet

  B. Provide students with activities sheets

  C. Provide students with handout sheets

  D. Make transparencies

  E. Discuss unit and specific objectives

  F. Discuss activities

  G. Give evaluation

II. Student

  A. Read objectives

  B. Study activities sheets and handout sheets

  C. Complete each activity

  D. Take evaluation

III. Instructional materials

  A. Objectives Sheet

  B. Activities Sheets

  C. Transparency Masters

    1. TM-IV-1: What to Consider in Choosing a Job

    2. TM-IV-2: What Work Am I Suited For?

  D. Handout Sheets

    1. H-IV-1: A Self-Evaluation

    2. H-IV-2: Classmate's Evaluation

    3. H-IV-3: Personality Improvement

4. H-IV-4: How Do You Get Along with Others?
5. H-IV-5: Your Personal Exercise Program
6. H-IV-6: Good Nutrition
7. H-IV-7: Evaluate Your Diet
8. H-IV-8: Weight Control
9. H-IV-9: Watching Your Weight Quiz
10. H-IV-10: Grooming Self-Analysis
11. H-IV-11: Skin Type and Complexion Analysis
12. H-IV-12: Feature Analysis
13. H-IV-13: Special Hair Problems and How to Handle Them
14. H-IV-14: Evaluation of Grooming and Wardrobe Habits (Female)
15. H-IV-15: Evaluation of Grooming and Wardrobe Habits (Male)
16. H-IV-16: Quiz on Fashions
17. H-IV-17: Making a Wardrobe Plan
18. H-IV-18: Voice and Expression Analysis
19. H-IV-19: Voice and Speech Practice Sheet
20. H-IV-20: Voice and Expression Analysis
21. H-IV-21: Posture Checkup
22. H-IV-22: Pointers for Improving Posture
23. H-IV-23: A Personality Rating Scale
24. H-IV-24: Number, Please?
25. H-IV-25: Attitudes
26. H-IV-26: A Receptionist's Error
27. H-IV-27: Embarrassing Moments on a Job
28. H-IV-28: The Old Beat-up Typewriter
29. H-IV-29: The Independent Worker

30. H-IV-30: "This Here Frederick"

31. H-IV-31: Eager Beaver

32. H-IV-32: Personal Habits Annoying to Other Office Workers

33. H-IV-33: Abilities up to Par

34. H-IV-34: Personal Hygiene

35. H-IV-35: Individuality

36. H-IV-36: Is Honesty Helpful?

E. Case Problems - Teacher Suggestions

F. Evaluation

G. Answers to Evaluation

H. Additional and/or Alternative Evaluation Measures

I. Answers to Handouts H-IV-9 and H-IV-16

SELF-EVALUATION
UNIT IV

ACTIVITIES

	Activity	Related Materials
1.	Studies made of the reasons why people do not succeed on a job show that many employees lack certain desirable personal traits. Some of the most important traits required for successful employment are given in the handout indicated at the right. Complete the handout as directed.	H-IV-1
2.	You will view the transparencies indicated at the right. Analyze yourself in regard to these two transparencies.	TM-IV-1 TM-IV-2
3.	Take the three handouts indicated at the right and complete them according to their directions.	H-IV-2 H-IV-3 H-IV-4
4.	Good health is essential in order for you to perform at maximum capacity when working. Exercise, good nutrition and sleep all contribute to good health. Take the handout indicated to the right and plan your program of exercises.	H-IV-5
5.	As indicated in Number 4 above, nutrition is important in order to maintain good health. Read the handout on nutrition, H-IV-6, and then complete the second handout.	H-IV-6 H-IV-7
6.	Weight control is important. Read the handout on weight control; then complete the "Watching Your Weight" quiz.	H-IV-8 H-IV-9
7.	Present a skit showing the effect of poor health and good health on your appearance.	
8.	Complete the handout indicated on good grooming.	H-IV-10
9.	Complete the handout indicated on skin type and complexion analysis.	H-IV-11
10.	Complete the handout indicated on an analysis of your facial features.	H-IV-12
11.	Complete the handout indicated on special hair problems and how to handle them.	H-IV-13

07

		Related Materials
12.	Evaluate your grooming and wardrobe habits with the handouts indicated to the right. The first one is for girls and the second one for boys.	H-IV-14 H-IV-15
13.	Complete the quiz on fashions.	H-IV-16
14.	The handout indicated to the right will help you in organizing your wardrobe. In planning your wardrobe, make sure to put into practice what you have learned from the previous handouts, particularly H-IV-12.	H-IV-17
15.	Listen carefully to two TV and/or radio announcers. Use the voice and expression analysis handout indicated to the right.	H-IV-18
16.	Now make a recording of your voice. Use the first handout indicated at the right for recording your voice and use the second handout to analyze your voice.	H-IV-19 H-IV-20
17.	Complete the first handout indicated to the right to check your posture. Then take the second handout and read through it to determine how you can improve your posture.	H-IV-21 H-IV-22
18.	Take the handout indicated to the right and rate your personality.	H-IV-23
19.	Be prepared to discuss the following handouts which are case problems:	
	a. Number, Please?	H-IV-24
	b. Attitudes	H-IV-25
	c. A Receptionist's Error	H-IV-26
	d. Embarrassing Moments on a Job	H-IV-27
	e. The Old Beat-up Typewriter	H-IV-28
	f. The Independent Worker	H-IV-29
	g. "This Here Frederick"	H-IV-30
	h. Eager Beaver	H-IV-31
	i. Personal Habits Annoying to Other Office Workers	H-IV-32
	j. Abilities up to Par	H-IV-33
	k. Personal Hygiene	H-IV-34
	l. Individuality	H-IV-35
	m. Is Honesty Helpful?	H-IV-36

What to Consider in Choosing a Job

CHANCE TO LEARN?

BUILD REPUTATION?

PROMOTION POLICY?

OPPORTUNITY

DUTIES?

TRAINING NEEDED OR GIVEN?

HELP WITH WORK PROBLEMS?

RESPONSIBILITIES

LAY OFFS?

HEALTH DANGER?

WORK WHEN OLDER?

SECURITY

TRANSPORTATION TO AND FROM WORK?

NEED TO BUY TOOLS, UNIFORMS?

UNION DUES?

EMPLOYMENT AGENCY FEE?

EXPENSES

TAKE-HOME PAY?

BONUS PLAN?

REGULAR RAISES?

SALARY

TM IV-1

What Work am I Suited For?

HEALTH

DO I

(1) HAVE ANY HANDICAPS?

(2) WORK WELL UNDER PRESSURE?

(3) HAVE GOOD STAMINA?

APTITUDES

I AM GOOD AT

(1) ______________________

(2) ______________________

(3) ______________________

INTERESTS

I LIKE TO

(1) ______________________

(2) ______________________

(3) ______________________

PERSONALITY

DO I PREFER

(1) WORKING ALONE OR WITH OTHER PEOPLE?

(2) TAKING DIRECTIONS OR BEING SELF-DIRECTED?

(3) DOING MANY THINGS OR STICKING TO ONE JOB TILL IT'S DONE?

(4) "PEACE AND QUIET" OR LOTS OF EXCITEMENT?

SELF-EVALUATION
UNIT IV

A SELF-EVALUATION

Directions: After each number write the word excellent, good, fair or poor to indicate your rating.

1. ________________ Attitude - You make an effort to work as well as you can. You do not try to avoid work and seldom complain about having to work.

2. ________________ Thoroughness - You finish what you start out to do. You make an effort to be completely accurate, and no one has to remind you that your work is incomplete.

3. ________________ Mental Alertness - It is easy for you to learn new things. Instructions for work do not have to be repeated, and it is easy for you to understand something that has been explained thoroughly.

4. ________________ Cooperation - You work well with other people. You enjoy working with others on a group project and do not criticize how other people do their work.

5. ________________ Promptness - Work assignments are completed on schedule. You seldom ask for more time to complete your assignments and never fail to meet deadlines.

6. ________________ Initiative - You can make independent decisions about what to do. You seldom have to be shown what to do and do not wait to do something that needs to be done until someone tells you to do it.

7. ________________ Health - You are not absent from school frequently. You are careful to maintain good health habits.

8. ________________ Personal Appearance - You never wear messy clothing to school and constantly make an effort to keep yourself and your clothes neat and clean.

SELF-EVALUATION
UNIT IV

CLASSMATE'S EVALUATION

Directions:

1. Make a list of students in your class. Beside each name, write that person's most positive trait(s) and his or her most negative trait(s). (Do not be ugly or mean--but sincere. Use these to help each other improve.)
2. Type the list and hand it to your instructor.
3. Your instructor will cut apart the lists you hand in, separate them according to the student's name and then hand each class member's comments concerning that individual to her or him.
4. Review your evaluation sheet and use it as a guide in planning your self-improvement program.

H-IV-3

SELF-EVALUATION
UNIT IV

PERSONALITY IMPROVEMENT

1. List those traits and mannerisms that you find most objectionable in others.

   ____

   ____

   ____

   ____

   ____

2. Are you guilty of the above-mentioned traits and mannerisms?

   _____yes   _____no   _____not sure

   (Note: Be truthful with yourself. Psychologists tell us that the very faults we dislike in others are, many times, those faults we possess.)

3. Develop a plan to improve your personality in those weak areas.

   a. Observe others who possess qualities you want and those who possess qualities you wish you didn't have.

   b. Compare the differences between the two.

   c. Try to figure out what makes the difference between possessing that good quality or poor quality.

   d. Specifically observe: Mannerisms, facial expressions, dress, carriage, gestures, eye contact with others, etc.

   e. Concentrate on one area of your personality at a time and work to improve that area. (Example: If you are shy, make a point to talk to others every chance you get. Ask the other person questions about herself or himself and about his or her work to show that you are interested in him or her. Soon you will become so involved with others that you will forget your own inhibitions.)

f. Don't become discouraged if your plan does not work immediately. It takes time but the effort is worth the struggle.

SELF-EVALUATION
UNIT IV

HOW DO YOU GET ALONG WITH OTHERS?

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Check your answers.

1. You meet a person you immediately do not like. You would:

   a. Try to find a topic of conversation of common interest.

   b. Avoid the person.

   c. Try to put him or her in his or her place.

2. You are offered a job for which you are not fitted. You would:

   c. Try to bluff through it.

   b. Refuse to try.

   a. Admit your inadequacy and offer to learn on the job.

3. When dealing with people, such as sales clerks, waitresses, etc., you:

   a. Usually smile and say something pleasant.

   b. Are nice if they are pleasant to you.

   c. Treat them impersonally.

4. You have been overcharged in a store. You would:

   b. Pay the bill without saying anything.

   c. Tell the clerk she or he has cheated you.

   a. Ask the clerk to recheck the bill.

5. When you meet a person who is badly crippled, you:

   c. Try to avoid him or her.

   b. Go out of your way to be especially nice.

   a. Treat the person as you would anyone else.

6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:

   c. "It looks terrible."

   a. "I think you'll be happy with it."

   b. "How's the weather today?"

7. You honestly feel that you are:

   a. Interested in most people.

   c. Bored by most people.

   b. Only really comfortable with your own clique.

8. In a store you are in no hurry, but the person after you is rushed. You:

   b. Make your selection because it is your turn.

   a. Suggest to the person to go ahead of you.

   c. Take an extra long time just to calm her or him down.

9. When you meet people of different races or religions, you:

   b. Have a secret feeling of fear.

   a. Consider them as human beings much like yourself.

   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would:

   a. Take the papers, bottles and food home with you.

   c. Leave the trash on the ground.

   b. Try to hide the trash on the property.

SCORING AND ANALYSIS FOR ASSIGNMENT SHEET
HOW DO YOU GET ALONG WITH OTHERS?

SCORING

Give yourself 5 points for every "a" answer, 3 points for every "b" answer and no points for "c" answers. Add your points.

ANALYSIS

35 to 50 points:	You are very good in your relationships with others all of the time because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.
18 to 34 points:	You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.
0 to 17 points:	You are having trouble--either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you know who is truly gracious; analyze his or her actions, then adapt those traits to your own personality.

SELF-EVALUATION
UNIT IV

YOUR PERSONAL EXERCISE PROGRAM

Directions:

1. Select several exercises for your personal exercise program.
    a. Choose some general exercises for good muscle tone.
    b. Choose specific exercises for each figure problem.
2. Record the exercise you have chosen on pages 132 and 133.
3. Record your measurements at the beginning of this program.
4. As you follow the exercise program, record the number of times you were able to do each exercise that day.
5. Follow your exercise plan for two weeks.
6. Record your new measurements and weight on the chart.
7. Compare present measurements with those taken at the beginning of this program.
8. Alter your personal plan to fit your needs; continue to follow your daily exercise program.

HINTS ON HOW TO EXERCISE

1. Start with warm-up exercises such as waist bends.
2. Do general exercises first, then specific ones.
3. Taper off with relaxing exercises.
4. Breathe in rhythm with exercise.
5. Inhale through the nose; exhale through the mouth.
6. Inhale on expansive movements; exhale on contracting movements.

    (Example: On sit-ups, exhale as you sit up. Inhale as you lie down.)
7. Use short quick movements for reducing.
8. Use slow deliberate movements for gaining.

9. Do from 8-10 different exercises each day.
10. Change your exercises every two weeks.
11. Hold weights in your hands as you exercise to build your bustline.

3

WARM-UPS TO START THE DAY OFF RIGHT

1. Procedure for Exercise 1: Stretch arms and legs several times before getting out of bed
    a. Reach for the ceiling with palms of hands.
    b. Then, drop your hands to the floor.

       (Note: Hold stomach in and keep knees straight.)
    c. Reach for the ceiling again.
    d. Repeat 3 or 4 times.
2. Procedure for Exercise 2: For use while combing or brushing your hair
    a. Stand tall.
    b. Tighten stomach and buttocks muscles; hold for count of six, repeat several times.

EXERCISES FOR THE OFFICE

1. Procedure for Exercise 1: For use while picking something up or stooping to get into a lower drawer
    a. Bend from the knees.
    b. Keep back straight.
    c. Place weight on one foot using the ball of the foot for balance.
    d. Use leg muscles to push yourself into a standing position.

2. Procedure for Exercise 2: For use while sitting at the desk
    a. Sit tall in the chair.
    b. Pull midriff and stomach in.
    c. Lean forward from hips, not the waist.
    d. Repeat several times.
3. Procedure for Exercise 3: For use while sitting at the desk
    a. Sit tall in chair.
    b. Pull in stomach muscles.
    c. Breathe deeply.
    d. Tense muscles and count six.
    e. Exhale.
    f. Repeat several times.

H-IV-5 cont.

EXERCISE RECORD

Week of ______________	Number of times I was able to do exercise on:							Measurements at:
Name of Exercise	1st day	2nd	3rd	4th	5th	6th	7th	Beginning of Week:
								Wt. ______________
								Bust ______________
								Waist ______________
								Hips ______________
								End of Wk.
								Wt. ______________
								Bust ______________
								Waist ______________ Hips ______________

Week of ______________	Number of times I was able to do exercise on:							Measurements at:
Name of Exercise	1st day	2nd	3rd	4th	5th	6th	7th	Beginning of Week:
								Wt. ______________
								Bust ______________
								Waist ______________
								Hips ______________
								End of Wk.
								Wt. ______________
								Bust ______________
								Waist ______________ Hips ______________

EXERCISE RECORD

Week of ____________	Number of times I was able to do exercise on:							Measurements at:
Name of Exercise	1st day	2nd	3rd	4th	5th	6th	7th	Beginning of Week:
								Wt. ____________
								Bust ____________
								Waist ____________
								Hips ____________
								End of Wk. Wt. ____________
								Bust ____________
								Waist ____________
								Hips ____________

Week of ____________	Number of times I was able to do exercise on:							Measurements at:
Name of Exercise	1st day	2nd	3rd	4th	5th	6th	7th	Beginning of Week:
								Wt. ____________
								Bust ____________
								Waist ____________
								Hips ____________
								End of Wk. Wt. ____________
								Bust ____________
								Waist ____________
								Hips ____________

SELF-EVALUATION
UNIT IV

GOOD NUTRITION

What a balanced diet can do:

1. Help improve complexion and reduce complexion problems.
2. Make one less nervous and irritable.
3. Help prevent tooth decay.
4. Build and repair body parts.
5. Supply energy and warmth to the body.
6. Help regulate body processes (i.e., digestion, circulation and elimination).

Essentials of a balanced diet:

1. Milk and milk products
    a. Daily needs - Teens - 4 or more glasses
    Adults - 2 or more glasses
    b. Sources - Milk
    Cheese
    Ice cream
    Cottage cheese
    All foods made from milk
2. Protein foods
    a. Daily needs - 2 or more servings
    b. Sources - Meat
    Poultry
    Fish
    Cheese
    Dry beans and peas
    Peanut butter
    Eggs
3. Fruits
    a. Daily needs - 2 servings
    b. Sources of vitamin C - Orange juice or oranges
    Grapefruit or grapefruit juice
    Tomatoes or tomato juice
    Fresh strawberries

4. Vegetables

   a. Daily needs - 2 or more servings

   b. Sources - All vegetables
      Leafy green and deep yellow vegetables in particular

5. Breads and cereals

   a. Daily needs - 4 or more servings

   b. Sources - Breads
      Cooked cereals
      Cornmeal
      Crackers
      Macaroni and spaghetti
      Food baked with whole grain or enriched flour

6. Water

   a. Daily needs - 6 to 8 glasses daily

   b. Sources - Water we drink
      Food we eat

7. Habits that impair digestion

   a. Hurrying

   b. Over eating

   c. Smoking

   d. Eating when tired or upset

   e. Exercising immediately after meals

   f. Drinking iced or very hot drinks

H-IV-7

SELF-EVALUATION
UNIT IV

EVALUATE YOUR DIET

1. Write a list of everything that you eat for one week from the time you get up until you go to bed.

   (Note: Be sure to include any between-meal snacks.)

2. Record the name of the food and amount eaten under the section "Food and Amount Eaten" on the chart shown on the next page.

3. Total the amount of food taken in for each food group.

4. Fill in the recommended daily amount of each food group under the "Amount Needed Daily" column on the chart.

   (Note: Go back to Handout H-IV-6 to find this information.)

5. Subtract the total amount eaten of each food group from the amount needed daily. Record this amount under the column "Difference."

   (Note: This should tell you the area in your diet that needs improving.)

6. Rearrange your eating habits so that your diet includes the proper amounts of each food from each food group.

Example:

Food	Amount Eaten	Amount Needed Daily	Difference
Bread and Cereal			4 servings needed
Toast	1 slice	4 or more servings	-4 servings eaten
Hamburger bun	2 slices		
Macaroni	1 serving		0

(Note: You ate the recommended daily allowance.)

H-IV-7 continued

Food	Amount Eaten	Amount Needed Daily	Difference
Milk and milk products			
Total servings ____			
Protein Foods			
Total servings ____			
Fruits			
Total servings ____			
Vegetables			
Total servings ____			

Food	Amount Eaten	Amount Needed Daily	Difference
Water			
Total servings ____			
Miscellaneous			
Total servings ____			

SELF-EVALUATION
UNIT IV

WEIGHT CONTROL

Essentials of weight control:

1. Sensible diet
2. Self-control
3. Exercise
4. Doctor's supervision

If you are underweight, these are suggestions to gain weight.

(Note: If you find it difficult to gain weight, consult a doctor.)

1. Eat three well-balanced meals daily.
2. Increase your calorie intake by including high calorie foods in your diet such as: fats--butter, margarine and cream; starches--potatoes, cereals and bread; rich dessert--cake and pastries (do not go overboard on sweets as they will reduce your appetite for other foods) and whole milk, mayonnaise, rich sauces and gravies.
3. Chew your foods well so that the body will be able to digest them easily.
4. Limit the amount of liquids taken at *mealtime*.
5. Try to enjoy your mealtime by eating in the most pleasant atmosphere available.
6. Get more rest and sleep.
7. Eat between-meal snacks as long as they don't interfere with your appetite at regular meals.
8. Eat a before-bedtime snack.

If you are overweight, these are suggestions to lose weight.

1. Consult a doctor before attempting to diet. (A little extra weight is desirable through the teen years.)
2. Eat three well-balanced meals each day.
    a. Do not skip meals.

   b. Do not nibble on fattening snacks between meals.
   c. Be sure to include all foods needed for a balanced diet each day.

3. Take smaller servings.
   a. Do not take seconds.
   b. Make sure you eat a hearty breakfast.
   c. Eat a light supper.
4. Eat at regular times each day.
5. Increase your physical activities; follow a daily exercise program.
6. Avoid "fad diets" as they may be harmful to your health.
7. Cut down on calorie intake--Females between 14-16 years need 2400 calories; 17-18 years need 2300 calories; 19-35 years need 2000 calories; males between 14-18 years, 3000 calories; 19-35 years, 2000 calories.

SELF-EVALUATION
UNIT IV

WATCHING YOUR WEIGHT QUIZ

Directions: Select the correct answer for each response by drawing a circle around T (true) or F (false).

T F 1. Medical research has shown that it is better to be slightly overweight than slightly underweight.

T F 2. Overweight people can soon lose their excess poundage if they follow a program of regular exercise.

T F 3. Skipping breakfast in order to reduce daily food intake is not a wise method of controlling overweight.

T F 4. A 1,200 caloric diet would be considered high calorie.

T F 5. Performed regularly, exercise will help put (and keep) curves where you want them.

T F 6. Good muscle tone is essential for graceful, coordinated movement.

T F 7. If you do not have a weight problem, you can eat anything and everything whenever you wish.

T F 8. Overweight usually results when the total of the calories in your diet is greater than the calories you need for energy, body repair and body heat.

T F 9. One of the most important factors for developing beautiful skin and hair is a nutritious diet.

T F 10. If persons who have been quite active physically take a sedentary desk job, they may need to cut caloric intake.

T F 11. To reduce weight, it is advisable to go on a strict diet of nothing but the 900 calories-a-day food concentrates.

T F 12. Socializing with heavy eaters may trigger a weight change in you.

T F 13. The amount you should weigh is determined by both your height and your bone structure. (Determine the proper weight for you.)

T F 14. Fried foods absorb shortening and have a higher caloric count than the same foods baked, broiled or boiled.

T F 15. If you wish to gain weight, between-meal snacks are desirable.

SELF-EVALUATION
UNIT IV

GROOMING SELF-ANALYSIS

Directions: Rate yourself on each of the following questions. Use the scale of 6 Always, 4 Usually, 2 Occasionally and 0 Never. When you have completed the evaluation, total your score and compare it to the rating scale provided.

	QUESTIONS	RATING
1.	Do you take a bath or shower daily?	______
2.	Do you use an *effective* deodorant or antiperspirant daily?	______
3.	Do you use a foot spray or powder as needed?	______
4.	Do you shave as often as needed?	______
5.	Do you put on clean undergarments daily?	______
6.	Do you put on clean hosiery or socks daily?	______
7.	Do you clean your face thoroughly at least twice a day (more often if you have oily skin)?	______
8.	Do you wash your hands frequently, especially before meals?	______
9.	Do you clean and trim fingernails regularly?	______
10.	Do you check nostrils, eyebrows and ears for stray hairs which need to be clipped or removed?	______
11.	Do you wash your hair regularly as needed?	______
12.	Does your hair look well-groomed and/or styled?	______
13.	Do you have your hair cut or trimmed regularly?	______
14.	Do you use a dandruff shampoo and/or conditioner if needed?	______
15.	Do you brush your teeth at least twice daily?	______
16.	Do you use a mouthwash daily?	______
17.	Do you have a dental checkup regularly?	______

H-IV-10 continued

	QUESTIONS	RATING
18.	Do you examine your complexion daily for blemishes which might need medication?	______
19.	Do you get enough sleep and rest so that you feel refreshed?	______
20.	Do you make sure your outer garments are free from lint, hair or dandruff?	______
21.	Do you sit, stand and walk without slouching?	______
22.	Do you take a few minutes during the day to examine your appearance and comb your hair if needed?	______
	TOTALS	______

RATING:		
	116-132	You take pride in your appearance
	100-115	You'd probably pass inspection
	85-99	You're not really trying
	less than 85	Your best friend won't even tell you

SELF-EVALUATION
UNIT IV

SKIN TYPE AND COMPLEXION ANALYSIS

Stand in front of a good light to analyze your complexion.

1. Are there areas that are inclined to have pimples? ________
   Where? ____

   ____

2. Do you have pimples rarely _____, occasionally _____, usually

   __________?

3. Describe your coloring? ______________________________

   ____

   ____

4. Do you have flaky, dry areas of skin? _____ Where? ______

   ____

   ____

5. Is your skin type generally oily _____, dry _____,
   normal _____?

6. What skin defects would you like to conceal? (birthmarks,
   freckles, moles, etc.) ______________________________

   ____

   ____

7. Keeping the above information in mind, visit the skin-care shelf department of a drug store. Ask for advice on types of cleanser, astringents, lotions and other cosmetics which would be suited to your skin type and coloring.

SELF-EVALUATION
UNIT IV

FEATURE ANALYSIS

To analyze your facial features, answer the following questions:

1. My forehead is high ___, low ___, average ___.
2. My chin recedes ___, protrudes ___, is double ___, is too small ___, is average ___.
3. From the side my nose looks large ___, small ___, hooked ___, average ___.
4. From the front my nose looks wide ___, narrow ___, average ___.
5. My cheekbones are high ___, low ___, normal ___.
6. My cheeks are hollow ___, puffy ___, normal ___.
7. My jaw is wide ___, heavy ___, square ___, normal ___, thin ___.
8. My eyebrows are thick ___, thin ___, average ___; they are slightly arched ___, bushy ___, too dark ___, too light ___, normal ___, average ___.
9. My lips are thin ___, full ___, average ___.
10. My mouth is small ___, large ___, average ___.
11. My teeth are straight and even ___, or slightly crooked ___; they are white ___, yellow ___, slightly grey ___.
12. My eyes are deep set ___, protruding ___, normal ___.
13. My eyes are small ___, large ___, average ___.
14. The areas around my eyes are dark and circled _____, puffy _____, normal _____.
15. My eyelashes are long ___, short ___, average ___; they are thick ___, thin ___, average ___.
16. My best facial features are:

    a. ____

    b. ____

SELF-EVALUATION
UNIT IV

SPECIAL HAIR PROBLEMS AND HOW TO HANDLE THEM

Below are specific hair problems and suggestions on how to handle them. If after continued treatment the problem persists, consult your doctor for advice.

A. Dry, brittle, hard to manage hair

   1. Conditioners
   2. Oil treatments
   3. Creme rinses
   4. Mild, specially formulated shampoos
   5. Brushing
   6. Massaging scalp

B. Oily hair

   1. Washing frequently
   2. Brushing

      (Note: Brush must be kept clean.)

   3. Specially formulated hair dressings
   4. Dry shampoos
   5. Simple hair styles

C. Limp, lifeless hair

   1. Balanced diet
   2. Brushing and massaging
   3. Conditioners

D. Fine, fly-away hair

   1. Permanents
   2. Creme rinses
   3. Frequent washings

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4. Hair spray
5. Short simple styles

E. Curly, frizzy hair
   1. Professional shapings
   2. Short, curly styles
   3. Creme rinses
   4. Thick rollers
   5. Straighteners

F. Baldness
   1. Consult physician for advice
   2. Massages
   3. Avoid vigorous brushing or tight hairstyles.

G. Dandruff
   1. Massages
   2. Frequent brushings
   3. Dandruff-removing shampoos

H. Sun damage
   1. Protect hair when out of doors with hats or scarves
   2. Oil treatments
   3. Conditioners

I. Split ends
   1. Hair cut or trimmed regularly
   2. Remove pins and rollers carefully

SELF-EVALUATION
UNIT IV

EVALUATION OF GROOMING AND WARDROBE HABITS

(FEMALE)

Is your grooming up to business standards? Rate yourself on the following items. Give yourself four (4) points for each "Always," two (2) points for each "Sometimes" and no points for "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

	Always	Sometimes	Never
1. Does your outfit coordinate with your hair, eyes and complexion?	____	____	____
2. Are your clothes spotlessly clean and wrinkle-free?	____	____	____
3. Do your clothes coordinate attractively?	____	____	____
4. Do you check garments for split seams, ripped hems or loose buttons before wearing?	____	____	____
5. Do you protect clothing from perspiration stains?	____	____	____
6. Do you have nonwashable garments cleaned often?	____	____	____
7. Do you wash undergarments and hosiery after each wearing?	____	____	____
8. Do you check hosiery for runs and snags before wearing?	____	____	____
9. Are your shoes well-kept and in good repair?	____	____	____
10. Do you avoid lounging at home in your work clothes?	____	____	____
11. Do you wear a good bra?	____	____	____
12. Do you wear undergarments which complement your clothes?	____	____	____

H-IV-14 continued

	Always	Sometimes	Never
13. Do you clear your purse of unnecessary items?	____	____	____
14. Do you avoid wearing noisy bracelets or exotic jewelry to the office?	____	____	____
15. Is your clothing well coordinated?	____	____	____
16. Do you wear shoes with good support and comfortable heels when you must stand for long periods of time?	____	____	____
TOTAL POINTS	____	____	____

RATING SCALE:

58-64	You meet business standards.
50-57	Employer may grudgingly tolerate you.
Below 50	Better get to work! You'll never get a promotion that way.

SELF-EVALUATION
UNIT IV

EVALUATION OF GROOMING AND WARDROBE HABITS

(MALE)

Is your grooming up to business standards? Rate yourself on the following items. For each "Always" give yourself four (4) points; give yourself two (2) points for each "Sometimes;" no points should be given for "Never." After completing the evaluation, total your score and compare it to the rating scale provided.

	Always	Sometimes	Never
1. Is your clothing clean and wrinkle-free?			
2. Is your clothing free from stains and spots?			
3. Do you wear a fresh shirt daily?			
4. Do you put on clean socks and underwear daily?			
5. Do the colors and styles of your clothing harmonize?			
6. Are your socks smooth and free from wrinkles at the ankles?			
7. Do you avoid wearing white socks with dark pants?			
8. Are your socks long enough to avoid exposing bare skin when you sit?			
9. Are your shoes well-kept and in good repair?			
10. Do you wear a deodorant or antiperspirant to protect your clothing from stains?			
11. Do your shoes harmonize with your clothing?			
12. Do you carry a clean handkerchief?			
13. Do you wear a suit and tie when appropriate?			

H-IV-15 continued

	Always	Sometimes	Never
14. Is your clothing appropriate for the job in which you are employed?	____	____	____
15. Do you have nonwashable items cleaned frequently?	____	____	____
16. Do you check clothes for soiled spots, missing buttons or split seams before wearing?	____	____	____
TOTAL POINTS	____	____	____

RATING SCALE:

58-64	You meet business standards.
50-57	Employer may grudgingly tolerate you.
Below 50	Better get to work! You'll never get a promotion that way.

SELF-EVALUATION
UNIT IV

QUIZ ON FASHIONS

Directions: Select the correct answer for each response by drawing a circle around T (true) or F (false).

T F 1. In order to be smartly dressed, you must have an attractive build and lots of money.

T F 2. Awareness of fashion can be developed by studying fashion articles, advertisements and merchandise displays.

T F 3. Style lines and cut of clothing should be flattering to body build and size.

T F 4. Light or bright colors tend to make a person look smaller.

T F 5. Suits or dresses made of heavy, textured fabrics, such as bulky tweeds and knits, seem to increase size and should be avoided by those with heavy builds.

T F 6. Subdued colors and textures can help to disguise figure flaws.

T F 7. A short person will look best in a large print or plaid.

T F 8. Long jackets are recommended for short persons.

T F 9. A person with a short neck will look well in stand-up collars and turtlenecks.

T F 10. Slim-line clothing is generally flattering to every build.

T F 11. Flared jackets, pants and skirts tend to make a person look shorter and heavier.

T F 12. Hips can be made to appear slimmer if the garment has more design and detail in the shoulder.

T F 13. Light colored pants or hosiery will slenderize heavy legs.

T F 14. Dark shoes are more flattering to large feet.

H-IV-16 continued

T F 15. When coordinating separates, you get the best results by combining a detailed item with one that is simple in design.

T F 16. Shoes polished to a high gloss tend to make the foot look larger.

T F 17. Jewelry can be used to accent good features and draw attention away from less attractive features.

T F 18. Narrow-brimmed hats are more likely to convey a businesslike image than broad-brimmed hats.

T F 19. Persons who wear eyeglasses should avoid hair which is combed low over the forehead.

T F 20. The shape of a person's face is of little concern when selecting eyeglasses.

SELF-EVALUATION
UNIT IV

MAKING A WARDROBE PLAN

Directions: Before planning your wardrobe, answer the following questions:

1. What colors predominate in your wardrobe?

2. What items in your wardrobe are most flattering to your build? Least flattering? Why?

3. What additional items are most needed in your wardrobe? Business dresses or suits? Coats? Pants? Shoes? Make a list of these items below.

4. Examine your wardrobe. Are there items that you rarely wear because you have nothing to coordinate with them? List these below.

   (Note: Consider selecting items to be worn with the above before purchasing additional items which you may have nothing to match.)

5. Decide approximately how much you will spend on clothing per month. Keep the plan flexible. If you have to make a large purchase one month, cut back the next month to help balance the budget.

   (Note: Plan your clothing budget around those items that are most needed in your wardrobe first.)

6. My clothing budget averages $________ per month.

Directions: Make a plan for your fall or spring wardrobe. Review the questions to see what items are most needed. Outline your planned purchases for the season selected and complete the information requested for each item on the chart below.

(Note: If you like, include sketches or pictures of items to be purchased.)

Item	Color	Style & Line	Fabric	Care	Will Last	Goes With

SELF-EVALUATION
UNIT IV

VOICE AND EXPRESSION ANALYSIS

Directions: Answer the following questions while listening to an announcer's voice. Use the following rating scale: 4-Always, 3-Usually, 2-Seldom, 1-Never.

SPEECH ANALYSIS	1st announcer	2nd announcer
Did the announcer		
1. Speak loudly enough to be easily heard?	____	____
2. Pronounce vowels clearly?	____	____
3. Pronounce consonants distinctly?	____	____
4. Complete word endings? (ing's, r's, ly's)	____	____
5. Use proper pronunciation?	____	____
Was the announcer		
6. Easily understood?	____	____
7. Pleasant to listen to?	____	____

SELF-EVALUATION
UNIT IV

VOICE AND SPEECH PRACTICE SHEET

When recording your voice on tape, repeat the sentences below.

The following phrases give practice in enunciation.

1. Time, tides and tempests wait for no man.
2. Who knows how horribly he could howl.
3. The rain in Spain stays mainly in the plain.
4. Nine hundred ninety-nine nuts interned in an Indiana nuttery.

The following paragraph contains all the vowels, diphthongs and consonants in the English language.

> The lodge keeper had found an old chart written in a peculiar cipher. He was able to make it out, however, and learned from it that a choice and rare old treasure chest was buried four or five feet under the ground on the very spot where the new schoolhouse stood. He was sure he could find it if he obeyed directions, and after several trials at last did unearth it. But as he was lifting it out, the box fell all to pieces and its various contents tumbled back into the pit.

Use the following poem to stress correct inflection.

Full fathom five their father lies,
 Of his bones are coral made;
Those are pearls that were his eyes;
 Nothing of him that doth fade
But doth suffer a sea-change
 Into something rich and strange.

William Shakespeare, *The Tempest*

Try these tongue twisters.

Sister Susie's sewing shirts for sick soldiers.

She says she sells sea shells by the seashore, and the shells she sells are sea shells, I'm sure.

The seething sea ceaseth and it sufficeth me.

If Peter Piper picked a peck of pickled peppers, how many pickled peppers did Peter Piper pick?

He thrust three thousand thistles through the thick of thumb.

Hang the tablecloths close to the clothes and close the clothes basket.

What, without asking, hither hurried, whence? And, without asking, whither hurried hence?

Fair is foul and foul is fair, hover through fog and filthy air.

All's well that ends well.

Around the rough and rugged rock that ragged rascal ran.

SELF-EVALUATION
UNIT IV

VOICE AND EXPRESSION ANALYSIS

Directions:

A. Make a two- or three-minute tape recording of your voice. You may want to read an excerpt from a favorite book, tell a story or talk on any subject that interests you.

B. Replay the tape several times. Answer the following questions while listening to your voice. Have members of the group to evaluate you at the same time. Use the following rating scale: 4-Always, 3-Usually, 2-Seldom, 1-Never.

SPEECH ANALYSIS	RATING 1	RATING 2
1. Do you speak loudly enough to be heard?		
2. Are you easily understood?		
3. Do you pronounce your vowels clearly?		
4. Do you pronounce consonants distinctly?		
5. Do you complete word endings? ing's? r's? ly's?		
6. Is your pitch pleasant to listen to?		
7. Do you use proper pronunciation?		
8. If you are not sure about proper pronunciation, do you check with the dictionary?		
9. Do you vary your rate, pitch and facial expression?		
10. Do you breathe and stand properly while talking?		
TOTALS		

RATING SCALE:		
	37-40	You'd make the debate team
	34-36	Good show
	31-33	Could use improvement
	30 or less	Practice reading aloud

H-IV-20 continued

C. Place an "X" in front of the items below which most nearly describe your voice.

1.	Pitch	___High	___Medium	___Low
2.	Rate of speech	___Fast	___Medium	___Slow
3.	Volume	___Loud	___Medium	___Soft
4.	Tone quality	___Breathy	___Husky	___Harsh
		___Nasal	___Shrill	___Flat
		___Normal	___Other, explain	
5.	Clarity	___Good	___Fair	___Poor
6.	Vowel sounds	___Good	___Fair	___Poor
7.	Consonants	___Distinct	___Indistinct	___Slurred
8.	Inflection	___Good	___Fair	___Poor
9.	Rate, tone and expression	___Varied	___Some variation ___No variation	
10.	Use of gestures	___Smooth and integrated ___ Fast and jerked		___None used

D. Discuss with the group the good and poor points in your speech and delivery. List below those items on which you need to work.

____

____

____

____

____

____

____

____

____

____

E. Suggest two ways each of the above-mentioned items might be improved.

a. ____

____

b. ____

____

(Example: Talks too fast.)

1. Learn to slow down.
2. Take time to make sure each word is pronounced distinctly.
3. Practice pausing to make sure others understand you.

SELF-EVALUATION
UNIT IV

POSTURE CHECKUP

	MY OPINION		FRIEND'S OPINION	
Do I	Yes	No	Yes	No
Have round shoulders	___	___	___	___
Let my head hang forward	___	___	___	___
Have my chest caved in	___	___	___	___
Have a swayback	___	___	___	___
Swing hips	___	___	___	___
Have one hip high	___	___	___	___
Allow my stomach to protrude	___	___	___	___
Have one shoulder higher	___	___	___	___
Toe out	___	___	___	___
Toe in	___	___	___	___
Slouch	___	___	___	___
Stride too short or too long	___	___	___	___
Squat in chair	___	___	___	___
Stand with feet wide apart	___	___	___	___
Perch on edge of chair	___	___	___	___

POINTERS FOR IMPROVING POSTURE

I. Procedure for correct "in balance" standing position.

A. Place one foot in front of the other and at an angle to assume "basic stance"

B. Alternate foot position from time to time.

C. Shift weight from one foot to another to allow leg muscles to rest.

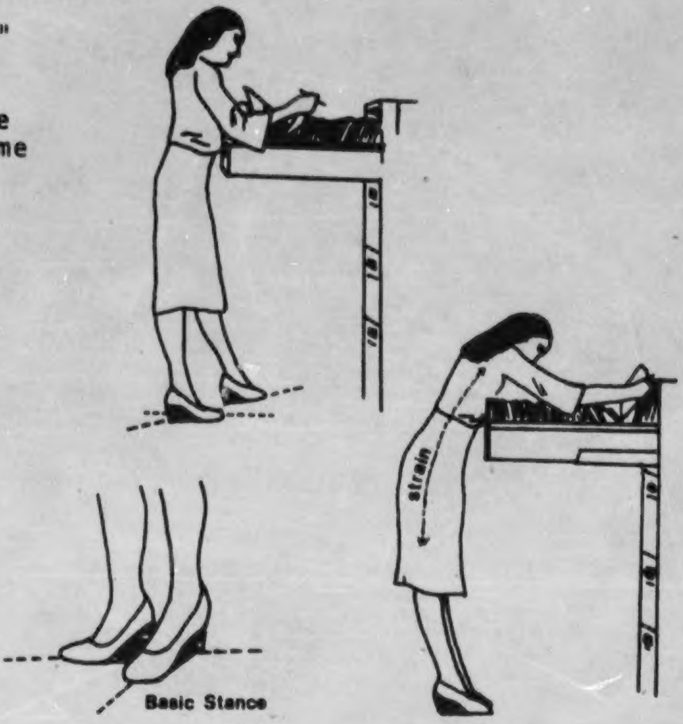
D. Place forward foot under work surface (as when filing)

E. Keep body erect.

F. Keep shoulders back, down and relaxed.

G. Have work surface even with your elbows.

(Note: The "basic stance" should be used when standing for any period of time. This will help to prevent tiredness and muscle strain.)



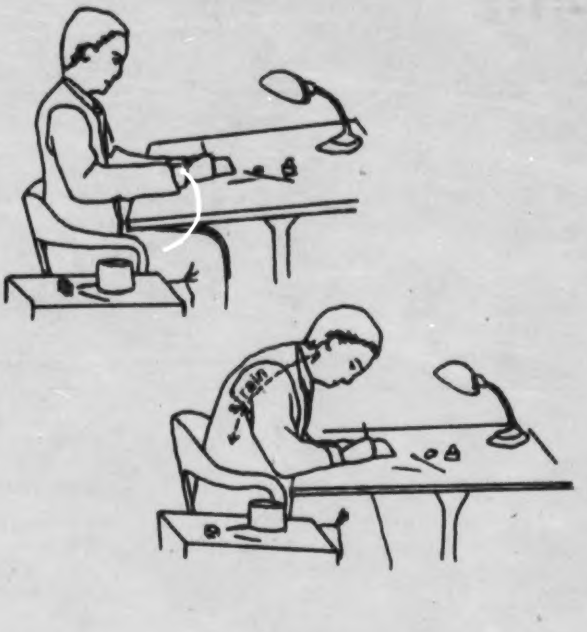
II. Procedure for correct "in balance" sitting posture.

A. Put feet flat on floor and directly under knees.

B. Have seat of chair even with knees.

C. Place weight of thighs on the feet.

D. Rest the weight of your torso on the "sits" bones, not on the end of your spine.



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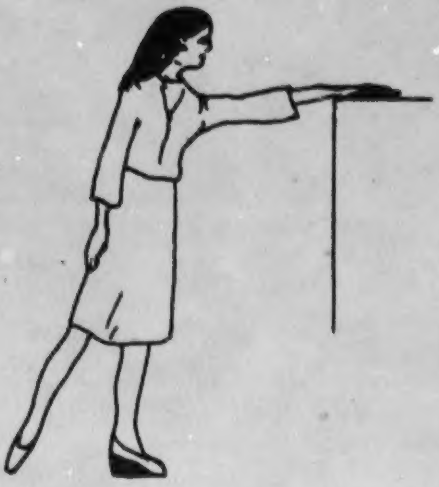
E. Keep back straight.

F. Let your arms hang relaxed from the shoulders.

G. Never use the back of a chair unless it supports the small of your back as do secretary's chair; be sure it is adjusted to the right height for you. This will help to reduce tiredness.



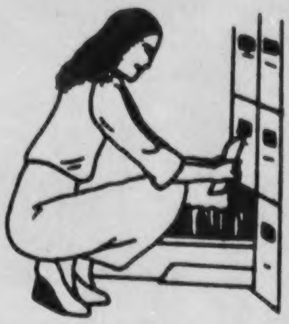
III. Procedure for correct technique.

A. Reach forward by extending the body from the hip joint.

B. Keep your back straight.

C. Balance yourself by placing one foot out in back.

(Note: Extend left foot in back when reaching with your right hand and vice versa.)



IV. Procedure for correct stooping technique.

A. Place your feet in the "basic stance".

(Note: Stand to side of file drawer if you need full access to drawer.)

B. Keep your back straight as your knees bend.

C. Lift with the muscles of your legs and buttocks, not with your back.

(Note: Use this method when getting into a low file drawer or cabinet.)

*Adapted from: Tolman, Ruth. Charm and Poise for Getting Ahead. Bronx, New York: Milady Publishing Corporation, 1967. pp. 348-356.

SELF-EVALUATION
UNIT IV

A PERSONALITY RATING SCALE

Directions: Give yourself a score of *two* for each question in "script" which can be answered "yes"; a score of *one* for all other questions which can be answered "yes"; and a *zero* for all questions that you answer "no."

I. Appearance

___ 1. Are your eyes clear and bright?
___ 2. Does you hair have some natural luster?
___ 3. *Do you maintain a good posture at all times?*
___ 4. Are your muscles firm and your body free from excess fat?
___ 5. Do you maintain the proper weight for your age and height?
___ 6. *Are you and your clothes always neat and clean?*
___ 7. Are your clothes in good taste?
___ 8. Are you always well-groomed?
___ 9. Are you cheerful most of the time?
___ 10. Do you smile often?

II. Agreeableness

___ 1. Do you aim at cooperation in all things?
___ 2. Do you avoid carrying tales and gossiping about others?
___ 3. Do you try to see the other person's point of view?
___ 4. Do you refrain from telling others what you think of them?
___ 5. *Do you avoid arguments?*
___ 6. *Do you avoid making fun of others?*
___ 7. *Do you keep out of other people's business?*
___ 8. Do you avoid finding fault with everyday things?
___ 9. Do you keep your personal troubles to yourself?
___ 10. *Do you take a genuine interest in others?*

III. Manners

___ 1. Are you always considerate of others?
___ 2. Do you always think about the right of others before you think of your own?
___ 3. Do you always show respect for everyone regardless of position?
___ 4. *Are you always appreciative for everything one does for you and always thank them?*
___ 5. Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?
___ 6. *Do you congratulate your friends upon their achievements?*

H-IV-23 continued

___ 7. Do you often do some deed in which you take justifiable pride?
___ 8. Do you help persons less fortunate than yourself?
___ 9. *Do you learn, remember and use the name of the people you meet?*
___ 10. Do you know the rules of etiquette and observe them?

IV. Interests

___ 1. Do you have a hobby?
___ 2. *Are you skilled in any games or sport?*
___ 3. Can you play some musical instrument?
___ 4. Can you recognize the paintings of three or more well-known artists?
___ 5. Do you "know" the leading TV personalities?
___ 6. Do you subscribe to and read at least one magazine?
___ 7. *Do you belong to two or more organizations?*
___ 8. Do you read a newspaper each day?
___ 9. Do you make an effort to meet new people and make friends?
___ 10. Have you supported the athletic teams in your school?

V. Temperament

___ 1. *Do you control your temper?*
___ 2. Do you avoid worry?
___ 3. Can you throw off discouragement?
___ 4. *Do you often feel enthusiastic about something you wish to do?*
___ 5. Are you able to make decisions about everyday things easily?
___ 6. Are you able to interest yourself in details?
___ 7. Are you careful not to hold grudges against people?
___ 8. Do you seek advice from others?
___ 9. Do you usually look on the bright side of situations?
___ 10. Are you able to work pleasantly with others?

VI. Expression

___ 1. Do you have a pleasant speaking voice?
___ 2. Do you speak correct English?
___ 3. Do you avoid the use of slang and profanity?
___ 4. *Do you have a good vocabulary and pronounce the words you use correctly?*
___ 5. *Can you carry on an impersonal conversation dealing with the interests of those with whom you talk?*

VII. Intelligence

___ 1. Do you have a good memory?
___ 2. Are you free from superstitions?
___ 3. *Do you listen attentively to what people say--without interrupting them?*

___ 4. Do you observe closely what is going on around you and understand the significance of it?

___ 5. *By reading and study, do you keep informed about current events, your work and subjects of popular interest?*

VIII. Self-confidence

___ 1. Do you have confidence in your own opinions?
___ 2. Are you able to act naturally under all circumstances?
___ 3. *Do you seek opportunities to meet those above you?*
___ 4. Do you avoid criticizing others?
___ 5. *Are you able to give credit to others for what they do, rather than seek first to obtain credit for yourself?*

IX. Dependability

___ 1. *Are you absolutely honest in all things?*
___ 2. Are you willing to accept responsibility?
___ 3. *Are you free from bad habits which will impede your progress?*
___ 4. Do you discharge your duties promptly and efficiently and with little or no supervision?
___ 5. Do you finish the things you start?

X. Loyalty

___ 1. Do you take a personal interest in the welfare of your friends and associates?
___ 2. *Can you be depended upon to keep your promises?*
___ 3. Can you keep your interests those of your friends and associates?
___ 4. *Do you make your interests those of your friends and associates?*
___ 5. Do you defend from unjust criticism the persons and things with which you are identified?

___ TOTAL

A perfect score on this rating is 100. Any person who scores 80 or above probably has what would be described as a "pleasing" or "outstanding" personality. Any person making a lower score can improve his or her personality by giving *thought* to the questions for which no credit was recorded.

Taken from *Your Personality and Your Job*, by Paul W. Chapman, SRA Guidance Series.

SELF-EVALUATION
UNIT IV

NUMBER, PLEASE?

I. SITUATION

Garfield was a high school senior who worked part time in an office after school. He had been hired as a typist, and his work was satisfactory. He made neat, careful erasures, proofread very carefully and turned in his work quickly. He tried very hard to get along with his co-worker; and if his work was done before quitting time, he always volunteered to help anyone else who needed it. He did sometimes forget about chewing gum while working; but in general, he tried very hard to remember all the things he had been told in his typing class. His desk was close to the phone, but it was not his responsibility to answer it. One day, however, the receptionist was out of the office; and only Garfield and one other person was there. The phone rang, and Garfield who was nearer to the phone, answered. His end of the conversation went something like this:

"Hullo." "Wodcha say?" "Oh." "Nope."

"Yeah, she works here, but she ain't here just now."

"Un unh." "No, he ain't here either. Still outta lunch, I guess."

"I donno." "Hey, Mary, when's Mr. Bronson gonna be back?"

"Mister, Mary don't know either."

"No, I donno anythin' 'bout that."

"Well, lemme look a minit. I'll see if it's on her desk."

"Hey, Mary--you know anythin' 'bout that report Miss Fairchild's been werkin' on? Man wants ta know when it'll be ready."

"Gee, I can't find it here nowheres, Mister."

"Oh--we - ll yuh wanna call back inna hour or so?"

"Sure--guess I could. Lemme git a pencil. O.K. Who's this? Yeah. How d'yuh spell that? Uh huh. Uh huh. Wottcha say your number wuz? Huh? Yeah, now I gotcha. Sure. You betcha. Yeah, I'll tell 'im. G'bye, now."

Garfield obviously knew nothing about telephone techniques and answered the way he might have done at home--if he had had a phone. Let's ignore his bad grammar and diction and see how he might have handled it.

II. QUESTIONS

A. How should Garfield have opened the conversation?

B. What should he have volunteered to do as soon as it was apparent that there was no one in the office who could answer the caller's question?

C. Without knowing any more about the "report" his caller wanted, should Garfield have volunteered to look for it or give out information about it to someone whose name and business he did not know?

D. Would the caller be sure that Garfield had gotten his name and number correctly?

E. What impression of the firm would the caller have received from Garfield's conversation? Would he have had any way of knowing that he was just a part-time typist who wasn't really supposed to have been answering the phone?

F. Since Garfield had not learned about answering a phone already, how could he best learn to do it correctly?

SELF-EVALUATION
UNIT IV

ATTITUDES

I. SITUATION

Lori Blackley was placed in a steno pool in a large firm for her Cooperative Business and Office Education experience. In school she earned "A" grades in shorthand and typewriting.

Lori tried very hard to do a good job in order to impress the supervisor of the steno pool. She wanted to work for the company full time after graduation.

Lori arrived at work about half an hour early and would be already working when the other girls in the steno pool arrived. She did not take a coffee break with the other girls as she thought the supervisor would be impressed with her willingness to work. She stayed after office hours every day either cleaning up her station or taking on additional work.

The supervisor was very friendly and helpful and complimented Lori on her work. The other girls in the pool were very cool and unfriendly. After thinking over the situation, Lori decided it was more important to impress the supervisor than for the girls in the steno pool to like her.

II. QUESTIONS

A. Do you agree with Lori's attitude?

B. Why were the other girls in the steno pool so unfriendly?

C. Would this type of employee be of value to a business firm?

SELF-EVALUATION
UNIT IV

A RECEPTIONIST'S ERROR

I. SITUATION

SCENE: Sally is a receptionist for Ms. Dunn, manager of Creighton Advertising Agency. Her desk is neat and she is at her desk efficiently typing a letter for Ms. Dunn. The door opens.

CALLER: Good morning. I had an appointment with Ms. Dunn at ten o'clock.

SALLY: Oh, yes. She'll be with you in about five minutes. Someone is with her at the moment. Won't you please be seated?

CALLER: Thank you!

(Phone rings.)

SALLY: Good morning. Creighton Advertising Agency. Oh, Laura, it's you. (pause) Yes, we certainly did. And after the show, we went out to Senor Bob's and went dancing. And who should we see but Frank. (pause) No, he didn't ask about you. (As she talks, she comfortably relaxes in her chair, running a pencil casually through her hair.) Laura, where's your boss? Mine is in consultation now--busy as always. I've got lots of work to do. She'll probably ask me to stay late again, so I'll call you when I get home about tonight. (pause) Oh, I'll probably wear that new blue dress I got the other day. (pause) Okay, goodbye!

(The buzzer rings on Sally's desk. She picks up the phone and says:

SALLY: Yes, ma'am. He is here. I'll send him right in.

SALLY: (To the caller) Ms. Dunn can see you now. You may go right in.

CALLER: Thank you.

H-IV-26 continued

II. QUESTIONS

A. Did Sally make any mistakes?

B. How did her conversation with the caller affect you?

C. Would the phone conversation have been acceptable even if the caller were not in the office?

SELF-EVALUATION
UNIT IV

EMBARRASSING MOMENTS ON A JOB

I. SITUATION

Elizabeth's first job was in the office of a machine tooling shop, and she dressed with great care her first day. She chose a slim well-fitting dress which was in fashion. The dress heels made her look tall and slim and as she spun in front of the mirror in her room, she smiled at herself approvingly.

To reach the office, she had to walk through the machine shop. As she sauntered through, the men whistled, and some of them even called, "Hey, there, Babe." She turned to look back and smiled. Later in the morning two of the young men came in to the water cooler, which was just outside her office, and she could see and hear them through the glass partition. In a voice that was louder than necessary, one of the men told an "earthy" story to the other; and as they laughed, they glanced in her direction. Elizabeth was embarrassed, and to cover her embarrassment, she smiled.

At the end of the week, Elizabeth went in to tell her boss that she was quitting. When he asked why, she told him that she just couldn't work in that atmosphere where the men whistled at her and even told stories outside her office that she couldn't help hearing and which weren't very nice.

II. QUESTIONS

A. What mistakes do you think Elizabeth made?

B. If you were working in an office and one of the young men came in and made an off-color remark to you, what would you do?

SELF-EVALUATION
UNIT IV

THE OLD BEAT-UP TYPEWRITER

I. SITUATION

After graduation Kenneth went to work for a plumbing firm where he was the only office employee. It wasn't the fancy place he had always dreamed of; in fact, you could scarcely call it an office, but the pay and hours were good. He looked with horror at the old, beat-up typewriter. "I'll do something about that machine, I'll bet," he said to himself. "They make enough money here to have a good typewriter."

A month later the typewriter went on the blink, and he said to his employer, "Mr. Benson, the typewriter isn't working. What shall I do?"

"Well, Kenneth," he said pleasantly, "I don't know much about office things. Why don't you call Bill Polasky at the typewriter shop and ask him to come and have a look?"

When Mr. Polasky arrived, he examined the typewriter and said to Kenneth, "My goodness, fellow, what have you been doing to this machine?"

Kenneth smiled slyly. "Nothing, exactly nothing. That's the point. It's so old and about to fall apart, and I figured the way to get a new one was just to do nothing and let it quietly die."

Mr. Polasky frowned and said, "Sure it's old, but a little care would have kept it working. It's jammed full of eraser crumbs and hasn't been oiled or maintained at all. It's just dirty. I can fix it up in about an hour.

"Oh, for heaven's sakes, don't do that, Mr. Polasky. Wouldn't you like to sell Mr. Benson a nice new typewriter for this office? All you have to do is tell him that it's old and beyond repair."

"I don't do business that way," said Mr. Polasky, "and that's one of the reasons why Mr. Benson and the other offices use my service. You can do your own dirty work. And I'll say one thing--if I had a man like you in my office, I'd get rid of him in a hurry."

II. QUESTIONS

A. If you had been Kenneth, how would you have gone about getting a new typewriter?

B. What possibility is there that Kenneth might have damaged his reputation with other firms in town?

C. Even with an old typewriter, what are the things that Kenneth should have done to care for it to keep it in working order?

SELF-EVALUATION
UNIT IV

THE INDEPENDENT WORKER

I. SITUATION

Penny was a brilliant student in high school and applied herself to her studies. When her Office Practice teacher gave her an assignment, she was able to complete it without having to ask questions because she learned to listen, to follow instructions and to look up information in the room reference library. When her classmates asked her to join the girls' pep club, she said that she didn't have time for clubs because she felt that school work should come first. Penny was graduated from high school with high scholastic honors.

After graduation she went to work for the local copper company in the stenographic pool. There she carefully studied the company manual of office procedures and was able to handle her work without asking help from her co-workers or the office supervisor. When Penny had been working one week, a new stenographer, Vera, was assigned to the next desk. Vera was nervous about her first day on the job, although she, too, had done very well in her Office Practice class.

After Vera's first dictation, she came back to her desk and said to Penny, "I was so nervous I forgot to ask Mrs. Adams in what style she likes her letters typed. You've taken her dictation. What style does she like?"

Penny, who was busy getting her work done, turned to Vera and in a very impatient manner said, "Well, for heaven's sakes, why do you think the company has an Office Procedures Manual?"

II. QUESTIONS

A. Why do you think Penny behaved the way she did when Vera asked for help?

B. Why do you think Penny might find it difficult to advance to a supervisory position in the office?

C. Can you excuse Vera for being nervous on her first day at work?

D. What good qualities do you think Penny has?

E. What suggestions would you give Penny to make her a more valuable employee?

SELF-EVALUATION
UNIT IV

"THIS HERE FREDERICK"

I. SITUATION

Frederick, age 19, was hired by the money-conscious personnel manager of a large law firm to work in the Bookkeeping Department as a billing-machine operator. During the interview there was some indication of poor grammar; however, Frederick was attractive, well-groomed and friendly--since he had previous experience with similar machines, he seemed qualified for the position. Frederick was not on the job long before everyone was conscious of his poor grammar and use of slang; such as, "this here," "them lawyers," "don't do nothing" and "ain't." The other employees secretly laughed at him but his immediate supervisor was concerned. With this language defect Frederick could not be allowed to assume the responsibilities to which each person was normally promoted; namely, using the telephone and coming into personal contact with the lawyers and clients.

After two weeks the supervisor had a conference with Frederick. She expressed that she was well pleased with Frederick's progress except for one problem and as tactfully as possible explained why Frederick's manner of speaking did not fit into the office atmosphere along with a suggestion to try to correct himself. Frederick left the conference quite embarrassed and bewildered.

II. QUESTIONS

A. What suggestions can you offer Frederick to improve his manner of speaking?

B. Do you think Frederick should have been conscious of his difference without being told?

SELF-EVALUATION
UNIT IV

EAGER BEAVER

I. SITUATION

Helen Baker has been a secretary to Mr. Fry, advertising manager for a luggage manufacturing firm, for only one month. It is the first secretarial job she has ever had, and she is very excited about it. She usually arrives at the office at least fifteen minutes early each morning, and she always waits until Mr. Fry goes home before she leaves the office for the day--even when he remains after closing time. She is extremely careful about punctuality; for example, if she is five minutes late getting back from lunch, she takes it upon herself to "make it up" the next day. She is not very friendly with the other people in the office, apparently feeling that no one except Mr. Fry is important to her. She rarely speaks to the other girls unless she wants something in a hurry for Mr. Fry.

The other secretaries on the same floor work hard, too. Some of them feel, however, that Helen is too anxious to please her boss and no one else. In fact, they have privately given her the nickname "The Little Eager Beaver." They noticed, however, that when Mr. Fry was away recently for several days, Helen did nothing except read popular magazines.

II. QUESTIONS

A. What is your opinion of Helen's attitude?

B. What success do you think Helen will have in getting cooperation from the other secretaries?

C. What qualities do you admire in Helen? What qualities do you not admire? What would be your advice to her?

D. Do you think anyone should tell Mr. Fry how Helen spends her time when he is out of the office?

SELF-EVALUATION
UNIT IV

PERSONAL HABITS ANNOYING TO OTHER OFFICE WORKERS

I. SITUATION

Seventeen-year-old Nathan Collier is enrolled in the Vocational Office Procedures class at Viewmont High School. The class has 19 senior students enrolled with Mr. Robert Quinn as the instructor.

From 3:00 to 5:00 every afternoon and on Saturdays, Nathan works in the Work-Study Program. He is employed in the district superintendent's office under the direction of Mrs. Colleen Whitmer, Accountant.

The weather is getting warmer and students are tending to shy away from Nathan. Mrs. Whitmer has called Mr. Quinn, Supervisor of the Work-Study Program, in to talk about some of the personal problems she sees in Nathan. Mrs. Whitmer informs Mr. Quinn that she is a distant relative of Nathan and does not feel that she can approach Nathan or his parents without causing hard feelings in the family. She says that these problems are beginning to create concern among the other members of the staff, and perhaps may cause Nathan to be dismissed.

II. QUESTIONS

A. What are Nathan's problems?

B. Who do you think should tell Nathan about these problems?

C. How can Nathan be approached to correct this situation?

D. What would you suggest Nathan do to correct this situation?

E. How could a vocational office education teacher include something in the course that would help this student to become aware of these problems?

SELF-EVALUATION
UNIT IV

ABILITIES UP TO PAR

I. SITUATION

Upon being graduated from high school, Allen Green was employed as a clerk-stenographer at a local accounting firm. He found that the dictation was often rapid and technical. He was able to take the dictation well most of the time but occasionally he had to fill in his notes from memory. He hated to ask his boss to repeat anything, as he felt she might consider it a reflection on his abilities as a stenographer.

One day he sent a letter which caused his employer a lot of embarrassment. He had filled in the wrong information from part of his notes which he was unable to transcribe. His employer immediately called him into her office for a lecture.

II. QUESTIONS

A. What is the problem?

B. How can Allen solve it?

C. What explanation might he offer his employer to let her know he regretted his mistake and would try not to let it recur?

D. What should Allen have done long before this mistake occurred?

SELF-EVALUATION
UNIT IV

PERSONAL HYGIENE

I. SITUATION

In an office where several typists are employed, it is found that one of the girls has a serious body odor problem that often interferes with the work of the others. Also, it causes problems on coffee breaks--the other workers shun her.

II. QUESTIONS:

A. Should the other employees talk to her about her problem?

B. Should the employees talk to the boss about this problem?

C. What part should the boss play in seeing that this problem is corrected?

D. What part should the other workers play?

SELF-EVALUATION
UNIT IV

INDIVIDUALITY

I. SITUATION

Doug Brown lives in a small town and is known to be a very intelligent young man with good business skills and training. Lately, he has let his hair and beard grow long and is dressing in a rather "faddish" manner. He is to be interviewed for a very good job with a local firm. The managers of the firm are conservative individuals, and Doug knows they probably won't approve of his appearance.

II. QUESTIONS

A. Should Doug cut his long hair and beard before appearing for the interview? Should he dress conservatively?

B. Should he appear with long hair and beard and rely on his business skills and training to land the job?

C. Should his appearance determine whether he gets the job even though he is well qualified?

SELF-EVALUATION
UNIT IV

IS HONESTY HELPFUL?

I. SITUATION

Betty Martin is a receptionist for a large manufacturing firm. The firm is expanding rapidly and another receptionist is to be hired to work with Betty. Sue Blake is being considered for the job. Betty and Sue attended the same business school, and Betty feels fairly sure that Sue won't be able to handle the new job. Betty is aware, however, that there is sickness in Sue's family and she needs the job very badly.

II. QUESTIONS

A. Should Betty speak to her superior, asking that Sue not be hired?

B. Should she say nothing and hope that her superior will discover that Sue isn't right for the job?

C. Should she ask that Sue be hired because of the difficult family situation?

D. Should Betty tell her superior what she knows about Sue's inability to cope with different situations and offer to help train her for the job.

SELF-EVALUATION
UNIT IV

CASE PROBLEMS - TEACHER SUGGESTIONS

NUMBER, PLEASE? (H-IV-24)

Garfield should have opened the conversation by giving his company name or his department number or whatever custom was followed in his office, followed by his own name. As soon as he knew he could not answer the caller's questions, he should have asked him if Miss Fairchild might call him back when she came in and taken his number. Garfield was trying to be helpful, but the report might have been confidential--in which case, of course, he should not give out any information about it at all. Since Garfield did not repeat either the caller's name or his telephone number, he would not know until Mr. Bronson called him back whether he had given him the message. Garfield should listen to the way in which the person who regularly answers the phone opens her conversations. It takes many people a long time to learn to answer the phone correctly.

A company's letters go out to many people who never have any other contact with it, and their impressions are formed by the kind of letters they receive. A telephone is an even more important contact. In this case, Garfield had the best intentions in the world, but he was probably completely unaware of what a very bad impression his conversation would create.

ATTITUDES (H-IV-25)

Proper attitudes are important in an office because if employees are happy and work well together, they will be more productive.

The other girls resent Lori because they think she is making them look lazy in the eyes of the supervisor.

There is nothing wrong with Lori's ambition, but she should not make other employees look bad. She should take a coffee break if this is the policy of the company. Employees are usually more efficient after a rest period. She should stay late only when it is necessary to complete work. Lori should try to improve her attitude about other employees.

A RECEPTIONIST'S ERROR (H-IV-26)

At no time should personal calls be made when at work, unless an emergency arises. Discussion: What is an emergency?

EMBARRASSING MOMENTS ON A JOB (H-IV-27)

Elizabeth probably should have worn something less well fitting to the office. When the man whistled, she should have continued walking and not have looked back or given any evidence of having heard. When the men told the "earthy" story, she should have kept very busy at her work and pretended that she didn't hear. By her attitude Elizabeth gave the impression that she didn't mind the kind of attention she was getting.

If someone made an off-color remark to you, you might try saying, "You know, you are probably a real nice guy, but you are embarrassing me."

THE OLD BEAT-UP TYPEWRITER (H-IV-28)

It is obvious that Kenneth did the wrong thing. He should have used the equipment on hand for the month. This would have given him time to get acquainted with his employer. He admitted that he didn't know much about office equipment. He could have said, "Mr. Benson, this typewriter is an old one and difficult to manage. I think I could do much better and faster work on a new machine. Do you think that perhaps we might consider buying a new one?"

Kenneth has put his working reputation in the hand of the typewriter service man. He services other offices; and, if he chooses to tell the story in other offices, employers would not want to hire him.

This problem gives the students an opportunity to review the daily and weekly care of the typewriter.

THE INDEPENDENT WORKER (H-IV-29)

Penny was self-centered. She had spent twelve years striving for her own personal scholastic honors and had not learned to cooperate with others. Joining the school club might have helped her to share her talents with others in the school.

A supervisor is a leader and is expected to help others. Before she gets to be a supervisor, she has learned to give and receive help.

Vera's nervousness is not a bit unusual on the first day of work. As she becomes more familiar with her job, she will become more confident.

Penny's good qualities: a brilliant mind which she applies. She listens, follows instructions and checks information in source material.

CASE PROBLEMS - TEACHER SUGGESTIONS

Penny must learn that "no man is an island." She should volunteer to help new workers and make an effort to be friendly. She would find it helpful to join a youth group in her community and to volunteer for office committees.

"THIS HERE FREDERICK" (H-IV-30)

A. Frederick could take a night course in English grammar.

B. By being conscious of his mistakes, he can gradually check many of them.

C. Frederick should try to be conscious of the way other people speak.

D. Any high school graduate should realize that "slang" and poor English usage have no place in the business world.

EAGER BEAVER (H-IV-31)

A. Helen's attitude is a good one as she is doing the work she was hired to do--to work for Mr. Fry and to work the full time she is paid for. She assumes that when Mr. Fry leaves there is no work to be done. According to her attitude, she is probably always up to date on her work.

B. None. She should not only do her work but should also take an interest in her co-workers and at the proper time become part of the team.

C. Her desires to work hard, to put in the required amount of time, to be punctual, etc., are admirable.

    1. Her attitude toward other co-workers must be improved.
    2. She should get to know and associate with her co-workers. They must work together and help each other when necessary.

D. No. It could be that her work is up to date and her boss permits her to read magazines when he is away from the office.

PERSONAL HABITS ANNOYING TO OTHER OFFICE WORKERS (H-IV-32)

If it is possible, you might ask your home economics teacher to talk to the class on body care, diet, how to care for their clothing, etc.

ABILITIES UP TO PAR (H-IV-33)

Actually, you might say there are two problems involved here. First, Allen's shorthand speed could be a little higher so that he would not miss part of the dictation; and second, there should be better communication between him and his boss. He might have politely asked her to stop dictating for a moment while he caught up or he might have asked her to repeat a sentence. Allen could explain to his boss while talking with her about the matter that he occasionally missed something she said and ask her if it would be permissible to ask her to wait or to repeat it. He should have discussed this matter with her when the problem first occurred instead of waiting until it caused concern. Allen could enroll in a speedbuilding shorthand course or even build his own speed by having someone at home dictate to him or by purchasing some shorthand records.

PERSONAL HYGIENE (H-IV-34)

A. Yes. Perhaps one that would be particularly adept to speaking with her about her odor problem.

B. Only if they fail and have to mention it to the boss.

C. The boss should attempt to speak with the girl only when the other girls fail to correct the problem.

D. Keep cool.

INDIVIDUALITY (H-IV-35)

A. Yes.

B. No.

C. Even if Doug's hair and clothes are different from his boss's, they should be neat and clean.

IS HONESTY HELPFUL? (H-IV-36)

A. No.

B. Sue should say nothing to her boss.

C. Sue should not mention the family situation to her boss.

D. No.

Name ______________________________

SELF-EVALUATION
UNIT IV

EVALUATION

1. Select five of the reasons why employees often do not succeed on a job and describe an example of each.

a. ____

____

b. ____

____

c. ____

____

d. ____

____

e. ____

____

2. Plan a well-balanced diet for one day. Include the six basic essentials.

____

____

____

____

____

____

____

____

____

____

____

3. Identify one major effect each of the following might have on your success on the job:

a. personality ______________________________

____

b. good grooming ____________________________

____

c. good speech ______________________________

____

4. Identify from among the following list those procedures which are important to good health. Place an "X" in the blank provided.

___grooming

___exercise

___weight control

___good speech

___personality

___sleep

___good nutrition

___initiative

___personal hygiene

___tardiness

5. Name at least three important factors to consider in evaluating a person's suitability for a job.

a. ____________________

b. ____________________

c. ____________________

SELF-EVALUATION
UNIT IV

ANSWERS FOR EVALUATION

1. Select five of the reasons why employees often do not succeed on a job and describe an example of each on the job. (Select from among these eight.)

    a. Poor attitude: worker resents instructions or criticism

    b. Lack of thoroughness: worker does job quickly, but without attention to detail

    c. Lack of mental alertness: worker is careless in completing tasks and is easily distracted

    d. Uncooperativeness: worker makes little effort to do what is expected or make other workers jobs easier

    e. Poor health: worker misses a lot of days

    f. Lack of initiative: worker does only as told - nothing more

    g. Tardiness: worker is frequently late

    h. Poor personal appearance: worker wears sloppy or dirty clothes

2. Plan a well-balanced diet for one day. Include the six basic essentials.

    (Include the following:)

    milk and milk products

    protein foods

    fruits

    vegetables

    breads and cereals

    water

3. Identify one major effect each of the following might have on your success on the job.

   a. personality: might make it easy for you to get along with your co-workers

   b. good grooming: may help you to make a pleasant impression on co-workers or the public

   c. good speech: gives you self-confidence and ease of communication

4. Identify from among the following list those techniques which are important to good health. Place an "X" in the blank provided.

   ___grooming

   X exercise

   X weight control

   ___good speech

   ___personality

   X sleep

   X nutrition

   ___initiative

   X personal hygiene

   ___tardiness

5. Name at least three important factors to consider in evaluating a person's suitability for a job.

   a. ability

   b. education

   c. physical traits

   d. social traits

   e. emotional suitability

SELF-EVALUATION
UNIT IV

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

1. For three consecutive days, dress as you would if you were employed at the local bank as a teller.
2. Select a day(s) when everyone will be very attentive to his or her speech--lack of slang, appropriate selection of words, etc.

SELF-EVALUATION
UNIT IV

ANSWERS TO HANDOUTS H-IV-9 AND H-IV-16

H-IV-9: WATCHING YOUR WEIGHT QUIZ

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. T
11. F
12. F
13. T
14. T
15. T

H-IV-16 QUIZ ON FASHIONS

1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. F
9. F
10. F
11. T
12. T
13. F
14. T
15. T
16. T
17. T
18. T
19. T
20. F

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

UNIT OBJECTIVE

At the completion of this unit, the student should be able to compose and type a letter of application, a personal data sheet and fill in an application for employment with all typographical errors corrected.

SPECIFIC OBJECTIVES

Students should be able to:

1. Compose and type a letter of application neatly with all typographical errors corrected and in an acceptable business style.
2. Prepare a typed personal data sheet neatly with all typographical errors corrected.
3. Compile and type information required on an application for employment with all typographical errors corrected.

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with objectives sheet

   B. Provide students with activities sheets

   C. Provide students with handout sheets

   D. Discuss unit and specific objectives

   E. Discuss activities

   F. Give evaluation

II. Student

   A. Read objectives

   B. Study activities sheets and handout sheets

   C. Complete each activity

   D. Take evaluation

III. Instructional materials

   A. Objectives Sheet

   B. Activities Sheets

   C. Handout Sheets

      1. H-V-1: Sample Letter of Application

      2. H-V-2: Sample Resume, Personal Data Sheet

      3. H-V-3: Application for Employment

      4. H-V-4: Guide to Pre-employment Inquiries

      5. H-V-5: Some Common Questions and Answers

      6. H-V-6: Sample Thank-You Letter

      7. H-V-7: Sample Job Transfer Letter

8. H-V-8: Sample Resignation Letter

D. Evaluation

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

ACTIVITIES

Related Materials

1. The handout indicated at the right is a sample application letter for a job. Note the appearance of the letter. The style in which the letter is typed is modified block/indented paragraphs with mixed punctuation. Note also the spacing between the letter parts. Your letter could also be typed in block style or modified block style/blocked paragraphs. However, your letter should meet the standards given below. H-V-1

   a. Attractive form

   b. Logical arrangement of information

   c. Free from all smudges or typographical errors

   d. Free from all spelling or grammatical errors

   e. Brief and to the point

   f. Positive in tone

   g. All ideas clearly expressed

   h. Addressed to the right person (call to ask if necessary)

   Any letter of application should include the information given below:

   a. Position for which application is being made

   b. Reason interested in position and firm

   c. How your training fits employer's needs

   d. Availability

   e. Your name, address and telephone number

   f. A request for an interview

   Your assignment is to take this letter as an example *and compose and type your letter of application* for a job that interests you.

Related Materials

H-V-2

2. The handout indicated at the right is a sample resume that is included with a letter of application. Note how the personal data sheet is set up. In any personal data sheet all information should be:

(Note: The terms "resume" and personal data sheet" are used synonomously.)

   a. Organized logically

   b. Typed neatly

   c. Error free

   d. In outline form

   e. Limited to one page, if possible

   f. Honest about all qualifications and experiences

   The following information should be included in your resume:

   a. Name, address, phone number

   b. Position for which application is being made

   c. Personal information--age, weight, height, health, date of birth, marital status

   d. Educational information--name and address of schools attended, dates you attended each, subjects studied (in major field), awards and activities

   e. Work experience--name and address of company, length of time worked, a brief description of duties and responsibilities

   f. Personal references--be sure to obtain permission before submitting someone's name as a reference

   g. Photograph - - *not* required but you may wish to include

   Your assignment is to *type a personal data sheet* similar to the one shown as the sample.

3. As indicated before, when references are used on a personal data sheet, permission should first be

obtained. Type letters requesting permission to use the references you plan to use on your personal data sheet. References should not include relatives or personal friends of your own peer group.

4. The handout indicated at the right is an application blank that a company might use. Each company will have its own variation; however, this is a good representation of that which most companies will use. Your assignment is to *type the information requested on the application form* following these rules: H-V-3

   a. Look over entire application form before you begin. In some instances an application form may specifically ask you to print or write the information instead of typing it. (This is to see if you follow directions.)

   b. Follow all instructions carefully and exactly.

   c. Try to give all facts for each question.

   d. Keep answers brief.

   e. Fill in all blanks. If the question does not pertain to you, write "not applicable" or "N/A"; for no answer write "none."

   f. If you're asked what salary you expect, write "open" if you're not sure.

   g. Know complete names, titles, addresses and phone numbers of all references and former employers. Have this information assembled on a sheet of paper.

   h. When finished, check the form for completeness, accuracy and correct spelling.

   i. Be sure you have included any special abilities or accomplishments.

5. In some cases you may make an appointment by phone instead of typing a letter of application. When this is done, you should adhere to the following steps:

   a. Plan what you are going to say before you call.

   b. State your name and reason for calling.

   c. Ask when would be the best time for you to come in.

Related
Materials

d. Record the day, time and place of the interview.

e. Thank the receptionist for her help.

Keep in mind these pointers when calling:

a. The receptionist is there to help you.

b. Do *not* ask her how much the job pays.

c. Be polite and courteous. This is your first contact with the firm and you want to make the best impression possible.

Your assignment is to team up with another student in class and practice making an appointment for an interview. Use the checklist provided below. One of you will be the receptionist and the other will be the job applicant. Make sure to switch so both of you have the opportunity to be the job applicant.

CHECKLIST FOR DEMONSTRATION	Yes	No
a. Was prepared before calling	___	___
b. Did not have to stammer to find the right words	___	___
c. Identified self immediately	___	___
d. Stated reasons for calling immediately	___	___
e. Asked when would be the best time for the employer to schedule interview	___	___
f. Was courteous and friendly	___	___
g. Thanked the receptionist	___	___
h. Made record of the interview date, hour and place	___	___

Related Materials

6. Discrimination in hiring

   a. It is against the law for an employer to discriminate on the basis of age, sex or race, and some applications no longer request this information. However, there may be needs for it other than employment criteria, and it may normally be requested as long as it is not used as a basis for discrimination. H-V-4 H-V-5

   b. *Affirmative Action*- a plan of action to ensure equal opportunity for training and employment.

   c. In the event you believe you have a legitimate complaint regarding discrimination in employment, information and assistance can be secured from the following:

      U.S. Equal Opportunity Commission
      2401 East St. N.W.
      Washington, D.C. 20506

7. After your job interview, a thank-you letter to the interviewer is appropriate. It is a courtesy which will bring your name to the interviewer's attention once again and will leave an impression of interest and sincerity. H-V-6

8. During your working life you may have occasion to apply for a promotion or job transfer within your company. This is another time at which a letter is an appropriate means of request. H-V-7

9. At some time in your career you will likely find it necessary to type a letter of resignation. Such a letter should be appreciative, brief and matter-of-fact. It should never give the reader the impression that you can hardly wait to leave. H-V-8

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

SAMPLE LETTER OF APPLICATION

228 South Madison
Haverford, MO 63111
June 20, 19--

Mr. Robert Sampson
Personnel Manager
Millstone Electronics Laboratories
1605 West Union
Haverford, MO 63111

Dear Mr. Sampson:

Please consider me an applicant for the secretarial position which you advertised in the June 19 edition of the Haverford Daily News.

The enclosed resume will explain my background and experience, including high school business and office courses. Any of the references listed, in addition to other teachers, will verify that my work is done promptly and conscientiously.

The opportunity for an interview would be appreciated. You may reach me at home by phone (434-5555) or by mail at the above address.

Sincerely,

Margaret L. Stonehouse

Enclosure

PERSONAL DATA SHEET

Margaret L. Stonehouse
228 South Madison
Haverford, Missouri 63111
(314) 434-5555
SSN: 939-428-8833

PERSONAL DATA

Height: 5 feet, 3 inches   Birthdate: June 12, 1961
Health: Excellent   Weight: 119 lbs.

EDUCATION & TRAINING

Graduated from Haverford High School, May, 1979

Completed secretarial program, including two years of typing and shorthand, office practice, business English, general business, business math, accounting and data processing

ACTIVITIES & INTERESTS

Member FBLA, student government, choir; served as FBLA vice president, attended regional, state and national FBLA leadership conferences

Enjoy sports, sewing, reading, travel and photography

SPECIAL SKILLS

Type at 60 words per minute and take shorthand dictation at 120 words per minute; file, keypunch, operate various business machines and calculators

EXPERIENCE

Employed as part-time clerk-typist at Middle Management Associates, Haverford, as part of COE program during school year 1978-79

Employed as sales clerk at Millie's Suede Shop, Haverford, summer 1978

Typed papers and reports for various teachers and college students during school year 1977-78

REFERENCES

Ms. Evelyn Richards
Teacher, Cooperative Office Education
Haverford High School
Haverford, MO 63111

Ms. Andrea Scoffield
Secretary, Middle Management Associates
21 Adlebury Avenue
Haverford, MO 63111

Mr. Marvin Clayton
Business Education Teacher
Haverford High School
Haverford, MO 63111

H-V-3

APPLICATION FOR EMPLOYMENT

1. Date ______________________________

2. NAME ______________________________

3. ADDRESS ______________________________

____

4. Telephone Number (Home) ____________ (Business) ____________

5. Date of Birth ______________________ Present Age ________

6. Social Security Number __ __ __ - __ __ - __ __ __ __

7. Yes ___ No ___ Are you a United States Citizen?

8. Yes ___ No ___ Have you ever been convicted for any violation of the law other than minor traffic regulations?

9. Yes ___ No ___ Have you been discharged or have you resigned after notice that you were being discharged, for any reason within the past five years? If your answer is "yes" give details on an extra sheet of paper.

10. Yes ___ No ___ May we refer to your present employer?

11. List names of relatives working for this company

Name ______________________ Relationship ______________________

12. Position for which application is made:

1st Choice ______________________
2nd Choice ______________________

13. Minimum salary which you are willing to accept ______________________

14. When could you begin work? ______________________

15. How did you learn of this position? Name of: newspaper, employment office, etc.

EDUCATION (CIRCLE LAST YEAR COMPLETED)

	NAME	HIGHEST YEAR COMPLETED	FROM	TO	MAJOR SUBJECTS
GRAMMAR SCHOOL		1 2 3 4 5 6 7 8			
HIGH SCHOOL		9 10 11 12			
COLLEGE		1 2 3 4 5 6			
		How long?			
OTHER		How long?			

H-V-3 continued

REFERENCES (Do not use relatives or former employers)

NAME	ADDRESS	OCCUPATION
1.		
2.		

EMPLOYMENT HISTORY (Start with Most Recent Employment)

Name and Address	TIME EMPLOYED		POSITION	SALARY		SUPERVISOR
	FROM	TO		START	LEAVING	
(1)						
Phone No.	Reason for leaving					
(2)						
Phone No.	Reason for leaving					
(3)						
Phone No.	Reason for leaving					
(4)						
Phone No.	Reason for leaving					

Date ____________ 19____ Signature ______________________________

DO NOT WRITE BELOW THIS LINE

Interviewed by: ______________________________ Date ______________

Remarks: ____

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GUIDE TO PRE-EMPLOYMENT INQUIRIES

	IT IS DISCRIMINATORY TO INQUIRE ABOUT:	IT IS NOT DISCRIMINATORY TO INQUIRE ABOUT
1. NAME	The maiden name of a married woman applicant. The original name of an applicant whose name has been legally changed	
2. BIRTHPLACE AND RESIDENCE	Birthplace of applicant Birthplace of applicant's parents Birth certificate, naturalization or baptismal certificate	Applicant's place of residence Length of applicant's residence in Missouri and/or city where the employer is located
3. CREED OR RELIGION	Applicant's religious affiliation, church, parish, or religious holidays observed	
4. RACE OR COLOR	Applicant's race, color of applicant's skin, eyes, hair, etc.	General distinguishing characteristics such as scars, etc.
5. PHOTOGRAPHS	Photographs with application or after interview but before hiring	
6. CITIZENSHIP	Any and all inquiries into whether applicant is now or intends to become a citizen of the U.S., or any other inquiry related to citizenship	Whether the applicant is in the country on a visa which permits him or her to work
7. NATIONAL ORIGIN AND ANCESTRY	Applicant's lineage, ancestry, national origin, descent, parentage, or nationality Nationality of applicant's parents or spouse	

8.	LANGUAGE	Applicant's mother tongue Language commonly used by applicant at home How applicant acquired ability to speak and/or write a foreign language	Languages applicant speaks and/or writes fluently
9.	RELATIVES	Name and/or address of any relative of applicant	Names of relatives already employed by the company Name and address of person to be notified in an emergency
10.	MILITARY EXPERIENCE	Applicant's military experience in other than U.S. Armed Forces, National Guard or Reserve units Applicant's whereabouts in 1914-18, 1941-45, or 1950-53 Dates and conditions of discharge	Military experience in U.S. Armed Forces
11.	ORGANIZATIONS	All clubs, social fraternities, societies, lodges, or organizations to which the applicant belongs, other than professional, trade or service organizations	Applicant's membership in any union, professional or trade organization
12.	REFERENCES	The name of applicant's pastor or religious leader	Names of persons willing to provide professional and/or character references for applicant
13.	SEX AND FAMILY COMPOSITION	Sex of applicant Dependents of applicant	
14.	ARREST RECORD	The number and kinds of arrests of an applicant	Numbers and kinds of convictions
15.	HEIGHT AND WEIGHT	Any inquiry into height and weight of applicant, except where it is a bona fide occupational requirement	

SOME COMMON QUESTIONS AND ANSWERS

SEX DISCRIMINATION

Q. Is it illegal to restrict certain jobs to male employees because of safety factors, weight lifting requirements, and hours of work?

A. Yes, unless sex is a bona fide occupational qualification.

Q. What is a bona fide occupational qualification (BFOQ)?

A. A BFOQ exists when an employer can legally require applicants for a job to be of a certain sex, national origin, or religion. Examples are actors, actresses, models, restroom attendants. BFOQ is interpreted very strictly, and the Commission will render opinions on bona fide occupational qualifications on request.

Q. At what month may an employer tell a woman employee to start maternity leave?

A. There can be no specific time set by the employer. A woman can work as long as her doctor states it is safe for her to do so and she is able to do her job.

Q. Are female employees entitled to maternity leave when pregnant?

A. Yes, where leaves are permitted for other temporary disabilities. The employee is entitled to use her accumulated sick leave. Whenever possible, the woman should get her same job back or at least an equal job without loss of seniority.

TESTING

Q. Are employers limited in their manner of testing applicants?

A. Yes, they are limited. Where the test tends to discriminate against minority groups and/or women, and it is not related to the ability to perform the work for which application for employment is made, such a test may amount to unlawful discrimination. Examinations, including virtually all paper and pencil tests, if they tend to screen out minority groups and/or women, and are not designed to test the applicant's capability in relation to the job, will be narrowly construed. Testing is to be considered in the broadest sense to include all oral and written portions of the pre-employment process.

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

SAMPLE THANK-YOU LETTER

July 23, 19--

Mr. Karl Mallory
Operations Manager
Kensington Tool Company
1212 East Adams
Columbia, MO 65201

Dear Mr. Mallory:

Yesterday you gave me the privilege of an interview regarding a job in your data processing department. The operator's position you described sounds exciting.

I believe you will find my training and work experience background appropriate for the job. It would be my privilege to have that opportunity with your organization.

Thank you for extending the courtesy of an interview.

Sincerely,

William Randolph

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

SAMPLE JOB TRANSFER LETTER

8 Tollhouse Avenue
Springfield, MO 67901
11 June 1979

Mrs. Marcia Axelrod
Parker Industries
201 Marcus Avenue

Dear Mrs. Axelrod:

Please consider me an applicant for the word processing job which has been advertised in the information systems department.

For the last two years I have been a clerk-typist in the records department and have done my job enthusiastically and well. Will you give me the opportunity for this related and challenging job?

Sincerely,

Carmen Phillips

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

SAMPLE RESIGNATION LETTER

210 Alexander
Jefferson City, MO 65201
March 2, 19--

Ms. Amanda Worth
Personnel Manager
Whittington Associates
341 Tenth Street
Jefferson City, MO 65201

Dear Ms. Worth:

On April 1 of this year I will be leaving the employ of Whittington Associates. Another opportunity has been offered to me which, after careful consideration, must not be refused.

The opportunity you have given me is appreciated. Though I am excited about the new job, I regret leaving Whittington.

Sincerely,

Alex Jones

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

EVALUATION

1. Directions: With the information provided below, type a letter of application with all typographical errors corrected in modified block style with indented paragraphs and mixed punctuation.

   a. The letter is from you. Use your address for the return address and make sure to include the current date.

   b. Select one of the following addresses to which to send the letter:

      1) Mr. John Howe
      Attorney at Law
      P.O. Box 3489
      St. Louis, MO 63041

      2) Mr. Ted Baxter
      MFA Insurance Company
      25168 Providence Road
      Columbia, MO 65201

      3) Mrs. Alice McKinley
      Sears, Roebuck and Company
      919 South 18th Street
      Springfield, MO 67901

      4) Mr. Allen McCruder
      Farmland Industries, Inc.
      P.O. Box 7692
      Kansas City, MO 64141

   c. You are applying for a secretarial position in one of the firms indicated above.

   d. Indicate your present status in school--junior, senior, recently graduated.

   e. Indicate that you are available immediately for the position and request an interview.

   f. Finally make sure to give your telephone number and type the closing.

2. Directions: Complete the Personal Data Sheet supplied with this evaluation. Make sure to correct all typographical errors. (see page 243)

3. Directions: Complete the application for employment. Type it neatly and be sure to correct all typographical errors. (see page 245)

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EVALUATION

PERSONAL DATA SHEET

(Write, print or typewrite legibly)

PERSONAL DATA	Height: Health:	Birthdate: Weight:

EDUCATION & TRAINING

ACTIVITIES & INTERESTS

SPECIAL SKILLS

EXPERIENCE

REFERENCES

LETTER OF APPLICATION AND APPLICATION BLANK
UNIT V

APPLICATION FOR EMPLOYMENT

Complete this application form. Your personal data sheet will be helpful.

EVALUATION

1. Date____________________
2. NAME____
3. ADDRESS____
   ____
4. Telephone Number (Home)_______________ (Business) ______________________
5. Date of Birth ____Present Age _______________
6. Social Security Number _ _ _ - _ _ - _ _ _ _
7. Yes____No____Are you a United States Citizen?
8. Yes____No____Have you ever been convicted for any violation of the law other than minor traffic regulations?
9. Yes____No____Have you been discharged or have you resigned after notice that you were being discharged, for any reason within the past five years? If your answer is "yes" give details on an extra sheet of paper.
10. Yes___ [illegible]__May we refer to your present employer?
11. List names of relatives working for this company

    Name ____________________________________Relationship_______________________
12. Position for which application is made

    1st Choice ____________________________________
    2nd Choice ____________________________________
13. Minimum salary which you are willing to accept ______________________________
14. When could you begin work?____
15. How did you learn of this position? Name of: newspaper, employment office, etc.

EDUCATION (CIRCLE LAST YEAR COMPLETED)

	NAME	HIGHEST YEAR COMPLETED	FROM	TO	MAJOR SUBJECTS
GRAMMAR SCHOOL		1 2 3 4 5 6 7 8			
HIGH SCHOOL		9 10 11 12			
COLLEGE		1 2 3 4 5 6			
		How long?			
OTHER		How long?			

REFERENCES (Do not use relatives or former employers)

Name Address Occupation

1. ______________________________

2. ______________________________

EMPLOYMENT HISTORY (Start with Most Recent Employment)

Name and Address	TIME EMPLOYED		POSITION	SALARY		SUPERVISOR
	FROM	TO		START	LEAVING	
(1)						
Phone No.	Reason for leaving					
(2)						
Phone No.	Reason for leaving					
(3)						
Phone No.	Reason for leaving					
(4)						
Phone No.	Reason for leaving					

Date ____________ 19____ Signature ______________________

Do not write below this line

Interviewed by: ______________________ Date ____________

Remarks ______________________________

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

UNIT OBJECTIVE

At the conclusion of this unit, the student should be able to demonstrate competency in a job interview situation and complete a sample employment test successfully.

SPECIFIC OBJECTIVES

Students should be able to:

1. Demonstrate competency in a job interview.
2. Complete a sample employment test.

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

SUGGESTED ACTIVITIES

I. Instructor
   A. Provide students with objectives sheet
   B. Provide students with activities sheets
   C. Provide students with handout sheets
   D. Discuss unit and specific objectives
   E. Discuss activities
   F. Give evaluation

II. Student
   A. Read objectives
   B. Study activities sheets and handout sheets
   C. Complete each activity
   D. Take evaluation

III. Instructional materials
   A. Objectives Sheet
   B. Activities Sheets
   C. Handout Sheets
      1. H-VI-1: Preparation for the Personal Interview
      2. H-VI-2: Sample Interview Questions
      3. H-VI-3: Evaluating the Job Interview
      4. H-VI-4: Sample Follow-up Letter
      5. H-VI-5: Word Comparison Test
      6. H-VI-6: Filing Aptitude Test
      7. H-VI-7: Following Instructions Test

8. H-VI-8: Concentration Test

9. H-VI-9: Mathematics Test

10. H-VI-10: How Do You Spell It Test

11. H-VI-11: Arco Civil Service Test Tutor: Office Assistant GS 2-4

    H-VI-11.1 Vocabulary: Test 1

    H-VI-11.2 Vocabulary: Test 2

    H-VI-11.3 Verbal Analogies

    H-VI-11.4 Grammar

    H-VI-11.5 Spelling

    H-VI-11.6 Reading Comprehension

12. H-VI-12: Employee's Withholding Exemption Certificate

13. H-VI-13: Your Social Security Card

14. H-VI-14: Late Arrival

15. H-VI-15: If You Don't Get Results the First Time

16. H-VI-16: Prejudiced Prudence

D. Case Problems - Teacher Suggestions

E. Evaluation

F. Answers to Evaluation

G. Additional and/or Alternative Evaluation Measures

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

ACTIVITIES

Related Materials

1. In preparing for an interview there are certain criteria which you should keep in mind. Read the handout indicated for this activity which pertains to preparing for a personal interview. H-VI-1

2. Now that you are prepared for an interview, team up with another student in class and utilize the first handout indicated at the right, which consists of sample interview questions. Assume the roles of interviewer and interviewee, and then switch so each of you gets to play both roles. Then take the second handout and evaluate your performance. Remember to put into practice absolutely everthing you learned from the previous activity. Your teacher may want to invite local business managers to conduct the interviews. H-VI-2 H-VI-3

3. After the interview is completed, you should write a follow-up letter to the employer thanking him or her for the interview. H-VI-4

   Your letter should adhere to the following standards:

   a. Typed or written perfectly

   b. Clean, neat and attractively arranged on the paper

   c. Free from spelling, punctuation and grammatical errors

   d. Sent within a day or two after the interview

   Your letter should include the following points:

   a. An expression of appreciation for the interviewer's time and interest

   b. A summary of your qualifications and interest in the position

   c. Your name, address and phone number

Related Materials

A sample follow-up letter is shown in Handout H-VI-4 indicated with this activity. As you will recall, in the last unit you typed a letter of application and prepared a resume. Assume that you had an interview with the employer to whom you sent the letter, and *type a follow-up letter thanking him or her for the interview*. Keep in mind the pointers given above.

4. In addition to an interview, most businesses will give tests. The type of test given will depend on what the job involves. For example, if an employee will need to type and write shorthand, a typing and shorthand test may be given. In addition, some companies give psychological tests (personality and intelligence).

The handouts indicated here are examples of tests you may encounter when you are interviewed for a job. Complete each of the tests.

a. Word Comparison Test	H-VI-5
b. A Filing Aptitude Test	H-VI-6
c. Following Instructions Test	H-VI-7
d. Concentration Test	H-VI-8
e. Mathematics Test	H-VI-9
f. How Do You Spell It Test	H-VI-10
g. Arco Civil Service Test Tutor: Office Assistant GS 2-4	H-VI-11

5. When you start work, there are at least two additional forms you will need to complete. The first one is an application for your social security number (if you don't already have a number), and the second is the employee's withholding exemption certificate. The handouts indicated at the right are examples of these. Before completing the employee's withholding exemption certificate, your teacher will demonstrate how to complete one with the aid of a transparency.

H-VI-12
H-VI-13

6. Be prepared to discuss the following handouts which are case problems:

a. Late Arrival	H-VI-14
b. If You Don't Get Results the First Time	H-VI-15
c. Prejudiced Prudence	H-VI-16

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

PREPARATION FOR THE PERSONAL INTERVIEW

Perhaps you should call the company to request an interview. Keep in mind that most companies will prefer that you have filled out and turned in an application blank and possibly a letter and/or resume. Few companies prefer "drop-ins" except to pick up an application blank or to ask questions. You should have carefully considered the kind of job in which you are interested and for which you wish to apply. To say you will "do anything" is not a good answer.

How will you appear?

You are not ready for a personal interview until you have done certain "homework."

Give yourself a mirror test. Stand in front of a full-length mirror to see whether you have that "employable" look. Could you pass under close scrutiny of the interviewer; or do you have rumpled or frayed clothes, uncombed hair or dirty hands?

Are the colors you are wearing in harmony? Do your clothes look as if they belonged to you, or do they look "borrowed"? And are they appropriate for the occasion--for the office and not for a party? And are they appropriate for bending and stooping? for sitting at a desk? while taking dictation? for meeting the public?

Your appearance should be such that the employer could say, "Sit down at this desk. We shall be proud to introduce you as our new employee."

When you are satisfied that your appearance will be an asset to you, then put all concern for your appearance from your mind, at least until after your interview. Much of self-consciousness, which is definitely not desirable, comes from being overconscious of your appearance. You must be able to take your mind off yourself and think about the person with whom you are talking and about the subjects under discussion.

In addition, keep in mind the following interview reminders:

1. Make a last-minute check of personal appearance before leaving home.

2. Go to the interview unaccompanied.

3. Allow yourself plenty of time to arrive for the interview.

4. Maintain a pleasant attitude toward the receptionist.

5. Do not be impatient or show signs of nervousness if kept waiting for the interview.
6. Greet the interviewer with a warm smile.
7. Call the interviewer by name.
8. Shake the interviewer's hand firmly.
9. Be seated only after interviewer asks you to.
10. Sit and stand erect; don't lean against the wall, a chair or a desk.
11. Don't put your purse or gloves on the interviewer's desk.
12. Let the employer take the lead in the conversation.
13. Answer all questions completely.
14. Be polite and courteous--do not interrupt!
15. Have a resume and examples of work available for quick reference.
16. Make an extra effort to express yourself clearly--Take time to think through your answers, use proper grammar, don't swear, avoid the use of slang and look the interviewer in the eye.
17. Be sincere and enthusiastic.
18. Avoid smoking, chewing gum, eating candy, giggling and squirming in the chair.
19. Don't try to flatter the interviewer.
20. Tell the truth about yourself and your experiences.
21. Speak well of former employers and associates.
22. Be positive.
23. Watch for a sign that the interview is over.
24. Thank the interviewer for his or her time.
25. Leave promptly.

If you do not get the job, these might be some of the reasons:

1. Poor grooming habits.
2. Poor character--chip on your shoulder, bad attitude toward work, overly emotional, late for the interview, belittled previous employers and acquaintances.
3. Sloppy writing on application blank--didn't follow directions, didn't answer all questions, didn't write clearly.
4. Did not tell the truth.
5. Overly fussy about working conditions.
6. Poor school records, bad grades, too many absences or tardies.

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JOB INTERVIEW, TESTS AND FORMS
UNIT VI

SAMPLE INTERVIEW QUESTIONS

QUESTIONS ABOUT YOU

1. Tell me about yourself.
2. Where did you go to school? Did you graduate?
3. Did you earn any of your own expense money while you were in school?
4. Are you in good health?
5. What jobs have you held? How did you find them? Why did you leave each one?
6. Where do you live?
7. What are your hobbies and other interests?
8. What books have you read lately? What magazines and/or newspapers do you read regularly?
9. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

QUESTIONS ABOUT YOUR JOB TRAINING

1. Did you take a vocational program in high school or in a technical school?
2. In what subject did you make your best grades?
3. What kinds of job experiences have you had which you feel are especially valuable to you?
4. What is your chosen field of work? Are there "job hazards" (either physical or psychological) in your chosen field? If there are, name one or two.
5. If necessary, can you forget what you've learned and start new training?
6. How would you rate your training for this job? Very Good___ Good___ Fair___

7. Do you have any plans for continuing your studies while on the job? Why or why not?
8. In which extracurricular activities did you participate at school? Why were they worth the time you spent?
9. What are your own special abilities?
10. Do you think it's fair for an employer to consider grades and/or school attendance when he or she evaluates an applicant? Why or why not?

QUESTIONS ABOUT THE JOB

1. What kind of job do you want?
2. Do you want temporary or permanent work?
3. Why did you decide you wanted this kind of job?
4. Why do you think you want to work for this company?
5. What skills or qualifications do you have that make you think you can do the job?
6. How much money do you think you should get for this job?
7. Do you have a specific job or goal you want to work toward?
8. What personal characteristics and what kind of performance records do you think are needed to succeed in your vocation?
9. Would you be willing to move to another neighborhood, or even another city, if the job required it?
10. Do you like to work with other people or do you work best alone?

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

EVALUATING THE JOB INTERVIEW

Did you handle yourself properly during the job interview? Rate yourself using the check list below. Then, have someone also rate you and compare the two ratings. This should help you to identify those areas in which you are strong and those in which you need improvement.

	Yes	No	Not Sure
How you looked:			
1. Clothing clean and well-pressed?			
2. Clothing conservative in style and color and appropriate for applying for a job?			
3. Body clean and free from odor?			
4. Hair trimmed, clean, combed?			
5. Shoes clean and polished?			
How you acted:			
6. Greeted interviewer with a smile and called him or her by name?			
7. Stated your name proudly?			
8. Shook interviewer's hand firmly?			
9. Sat only when asked to do so?			
10. Looked interviewer in the eye?			
11. Listened carefully to what interviewer had to say?			
12. Took the time to think questions through before answering?			
13. Placed your belongings on the floor beside your chair rather than on the interviewer's desk?			

H-VI-3 continued

	Yes	No	Not Sure
14. Emphasized what you could do for the firm rather than what the firm could do for you?			
15. Spoke well of previous employers and associates?			
16. Refrained from arguing with the employer?			
17. Showed your desire to work?			
18. Were open to new ideas?			
19. Were courteous and tactful?			
20. Were enthusiastic about school, work and life in general?			
21. Asked questions about the job and the company?			
22. Demonstrated your sense of humor (if the situation was appropriate)?			
23. Were prepared to tell the employer how you could be of benefit to his or her company?			
24. Did not lie or exaggerate your qualifications or experiences?			
25. Emphasized what you can do, not who you know?			
26. Did not chew gum, smoke or eat candy?			
27. Stuck to the point and answered the questions briefly but completely?			
28. Were on time for the interview?			
29. Thanked the interviewer for his or her time before leaving?			
30. Thanked the receptionist or secretary for being helpful before leaving?			
TOTAL POINTS			

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Total points: Give yourself 3 points for each "yes," 2 points for each "not sure," and 0 points for each "no." Add your points for the total score.

Rating scale:		
	82-90	The kind of help we want
	76-81	Will make someone good help
	70-75	Try harder
	Less than 70	Did you really want a job?

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JOB INTERVIEW, TESTS AND FORMS
UNIT VI

SAMPLE FOLLOW-UP LETTER

820 North Monroe
Springfield, MO 65802
September 1, 19--

Mr. Robert McCarther
Personnel Manager
John's Department Store
407 Main Street
Springfield, MO 65806

Dear Mr. McCarther:

Thank you for the opportunity to interview for the secretarial position. I feel that working for John's Department Store would be enjoyable and that I could do the secretarial and general office work which the position requires.

The completed application form is enclosed.

I will be available for work September 5. You may call me at my home after 3:30 p.m.; the number is 377-3307.

Sincerely yours,

Miss Judith Jamison

Enclosure

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JOB INTERVIEW, TESTS AND FORMS
UNIT VI

WORD COMPARISON TEST

Directions: This is a comparison of words. Study each pair of words given below. If the two words in the pair mean the SAME, write "S" on the line opposite that pair of words. If the two words mean the OPPOSITE, write "O" on the line. Here are two samples:

large - big S
high - low O

			Possible Points	Actual Points
1.	dark - light		4	
2.	middle - center		4	
3.	hot - cold		4	
4.	happy - jolly		4	
5.	east - west		4	
6.	lean - fat		4	
7.	jump - leap		4	
8.	blunt - sharp		4	
9.	donate - give		4	
10.	creep - crawl		4	
11.	profit - loss		4	
12.	neat - orderly		4	
13.	flat - level		4	
14.	ease - discomfort		4	
15.	permit - forbid		4	
16.	feminine - masculine		4	
17.	exercise - inactivity		4	
18.	fiction - truth		4	
19.	defect - blemish		4	
20.	food - nourishment		4	
21.	courteous - polite		4	
22.	empty - full		4	
23.	finish - complete		4	
24.	eager - indifferent		4	
25.	lead - guide		4	
		TOTAL POINTS	100	

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

FILING APTITUDE TEST

A 20,100 21,010	F 25,826 26,919	K 31,650 32,819	P 37,091 38,125
B 21,011 22,219	G 26,920 28,030	L 32,820 33,945	Q 38,126 39,370
C 22,220 23,400	H 28,031 29,275	M 33,946 34,910	R 39,371 40,549
D 23,401 24,619	I 29,276 30,459	N 34,911 36,015	S 40,550 41,789
E 24,620 25,825	J 30,460 31,649	O 36,016 37,090	T 41,790 42,999

Examples:

1. 23,105 C
2. 34,819 M
3. 28,592 ____
4. 39,647 ____

Instructions: After each number listed below, write the letter of the drawer in which that number should be filed. Work quickly but accurately. Now review the examples above.

1. 21,908 ____
2. 25,982 ____
3. 35,618 ____
4. 37,482 ____
5. 31,847 ____
6. 38,103 ____
7. 27,052 ____
8. 22,082 ____
9. 42,802 ____
10. 35,387 ____
11. 34,919 ____
12. 31,694 ____
13. 33,019 ____
14. 25,925 ____
15. 39,730 ____
16. 30,547 ____
17. 33,692 ____
18. 21,110 ____
19. 34,568 ____
20. 34,860 ____

H-VI-6 continued

A	20,100	21,010
B	21,011	22,219
C	22,220	23,400
D	23,401	24,619
E	24,620	25,825
F	25,826	26,919
G	26,920	28,030
H	28,031	29,275
I	29,276	30,459
J	30,460	31,649
K	31,650	32,819
L	32,820	33,945
M	33,946	34,910
N	34,911	36,015
O	36,016	37,090
P	37,091	38,125
Q	38,126	39,370
R	39,371	40,549
S	40,550	41,789
T	41,790	42,999

21. 30,376 ______
22. 21,008 ______
23. 31,631 ______
24. 24,911 ______
25. 23,946 ______
26. 36,919 ______
27. 40,649 ______
28. 21,802 ______
29. 29,014 ______
30. 20,972 ______
31. 41,650 ______
32. 22,824 ______
33. 42,754 ______
34. 23,007 ______
35. 31,469 ______
36. 27,858 ______
37. 36,876 ______
38. 29,874 ______
39. 38,103 ______

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

FOLLOWING INSTRUCTIONS TEST

Do these problems in any order you please. If you are unable to figure out one, go on with the others and come back to it later.

1. If Wednesday comes before Tuesday, make two crosses here _____ but if not, make a circle here_____.

2. Circle the number that does not complete the regular sequence of these numbers.

   7 12 8 13 7 14 10 15 11 16 12 17

3. If Alice is younger than Grace and Mary is younger than Alice, is Grace older than Mary?
   Answer _______________

4. Complete each problem to make it true.

   (a) Eight is equal to twice ( )
   (b) ( ) is equal to 1/2 ten.

5. 5 + 4 = 8
   3 + 5 = 9

   If this problem is correct do nothing, but if the first problem is wrong underline the second.

6. If January 17 falls on Tuesday, what day does January 1 fall on?
   Answer _______________

7. A man having $10 spent $2.45 for tools and $0.12 for streetcar fare. How much had he left?
   Answer _______________

8. If 3 1/3 bushels costs $25, what will 10 bushels cost?
   Answer _______________

9. Count the number of letters in the "alphabet" between and including H and T, and write down the number here. ________

10. Write on the lines the numbers that follow in regular order.

    7 14 21 28 35 _____ _____

    360 180 90 45 22 1/2 _____ _____

H-VI-8

CONCENTRATION TEST

The items in Column A have been copied into Column B but in the tranuition, some errors have been made. Compare the two columns and mark Column C with an X where the mistakes have been made.

Column A		Column B		Column C
Hulme Co.	309	Hulne Co.	307	1.
L. T. Piver	4603	L. T. Piver	4605	2.
Foley & Co.	996	Foley & Co.	976	3.
Floyd Gibbons	101267	Floyd Gibbens	101267	4.
Dole Publishing Co.	30965432	Dole Publishing Co.	3065432	5.
Chase Bag Co.	103345700	Chase Bag Co.	103345700	6.
Aladdin Co.	466754	Aladdin & Co.	46754	7.
Arthur Bier & Co.	3367490	Arthur Bier Co.	3367490	8.
Mydall Cain	2778	Mydell Cain	2779	9.
M. C. D. Borden & Sons	57394	M. C. D. Borden & Sons	57394	10.
Midland Nat'l. Bank	63801839474	Midland Nat'l. Bank	63801829374	11.
Hixon Lt'd.	283577657	Hixon Lt'd.	283577657	12.
R. Weiner	75689	R. Wiener	75689	13.
Pacqueres	2547893026	Pacqueris	2547892026	14.
Ponemah Mills	336254	Ponemah Mills	336354	15.
Keeley Institute	998745733	Keeley's Institute	998745732	16.
Jim Pepper	623	Jim Pepper	623	17.
Pictorial Review	263849102983	Pictorial Review	263849102983	18.
Collette Cartier	5870	Colete Cartier	5870	19.
Mayno Salon	379012	Mayno's Salon	379012	20.
Glazo Co.	8734629	Glazo Inc.	8734629	21.
Bonne Lee	2549806746	Bonne & Lee	2549806746	22.
Vapo Cresolene Co.	57892564	Vapo Cresolen Co.	57802564	23.
Wiebusch & Helger	688246	Weibusch & Helger	689246	24.
A. M. Davis	1578024683	A. M. Davis	1578024683	25.
Foote Lb'r. Co.	582039485618	Foot Lb'r. Co.	582039485618	26.
Lander's	63829172639	Lander's	63829172630	27.
Delle Ross	63829172639	Dell Ross	59234711	28.
Savage Rug Co.	829374820	Savage Rug Co.	592	29.
Landon & Warner	63937456	Landen & Warner	62937456	30.
Dennison's	8293	Dennison's	8293	31.
Piggily Wiggily Co.	6382910292	Piggily Wiggily Co.	6382910293	32.
Harley Machine Co.	781928374912	Hurly Machine Co.	781928374012	33.
J. Bauer & Black	68393	J. Baeur & Black	68293	34.
Edwin Cigar Co.	18293649271	Edwin Cigar Co.	18203649271	35.

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

MATHEMATICS TEST

Directions: Copy the figures given here into the spaces on the answer sheet, and then add each problem.

Column A--735, 780, 940, 19, 870, 645, 780, 940, 999, 763, 837, 1, 721, 382.

Column B--196, 4, 2, 3, 870, 33, 476, 1, 245, 875, 443, 763, 33, 476, 245, 650.

Column C--426, 870, 281, 243, 12, 225, 1, 243, 225, 281, 721, 771, 31, 34, 36, 363, 771.

Column D--39, 335, 173, 645, 75, 980, 335, 281, 49, 75, 321, 36, 65, 382, 526, 837, 875.

Column E--463, 85, 49, 426, 890, 173, 426, 123, 3, 1, 363, 75, 321, 1, 31.

Column F--123, 3, 1, 926, 123, 85, 1, 4, 12, 926, 335, 12, 233, 650, 326, 1, 435, 65, 1, 233.

Figure these problems and write the answers in the space provided. Use the back of this page for figuring.

MULTIPLICATION (Show complete answer)

1. 93,615 x 72 ____________
2. 496 x 851 ____________
3. 62.37 x 45.3 ____________
4. 90.6 x 756 ____________
5. 34 1/4 x 56 3/4 ____________

DIVISION (Make accurate to two decimal places)

1. 755 ÷ 84 ____________
2. 3,875 ÷ 194 ____________
3. 5,000 ÷ 97 ____________
4. 1,397 ÷ 73 ____________
5. 987.63 ÷ 56.78 ____________

PERCENTAGE (Make accurate to two decimal places)

1. What percent is 5,298 of 4,326 __________
2. What percent is 76 of 7,624 __________
3. What percent is 287 of 3,327 __________
4. What percent is 132.83 of 2,656 __________
5. What percent is 86.5 of 1,723,86 __________

ANSWER SHEET
(MATHEMATICS TEST)

ADD EACH COLUMN

How Do You Spell It?

This test gives four suggested spellings for each word listed. Choose the spelling you know to be *correct* and mark your answer accordingly.

1. (A) transeint (B) transient
(C) trancient (D) transent

2. (A) heratage (B) heritage
(C) heiritage (D) heretage

3. (A) exibition (B) exhibition
(C) exabition (D) exhebition

4. (A) intiative (B) enitiative
(C) initative (D) initiative

5. (A) similiar (B) simmilar
(C) similar (D) simuler

6. (A) sufficiantly (B) sufisiently
(C) sufficiently (D) suficeintly

7. (A) anticipate (B) antisipate
(C) anticapate (D) antisapate

8. (A) intelligence (B) inteligence
(C) intellegence (D) intelegence

9. (A) referance (B) referrence
(C) referense (D) reference

10. (A) conscious (B) consious
(C) conscius (D) consceous

11. (A) paralell (B) parellel
(C) parellell (D) parallel

12. (A) abundence (B) abundance
(C) abundants (D) abundents

13. (A) spesifically (B) specificaly
(C) specifically (D) specefically

14. (A) elemanate (B) elimenate
(C) elliminate (D) eliminate

15. (A) resonance (B) resonnance
(C) resonence (D) reasonance

16. (A) benaficial (B) beneficial
(C) benefitial (D) bennaficial

17. (A) retrievable (B) retreivable
(C) retrievible (D) retreavable

18. (A) collosal (B) colossal
(C) colosal (D) collossal

19. (A) inflameable (B) inflamable
(C) enflamabel (D) inflammable

20. (A) auxillary (B) auxilliary
(C) auxilary (D) auxiliary

21. (A) corregated (B) corrigated
(C) corrugated (D) coregated

22. (A) accumalation (B) accumulation
(C) acumulation (D) accumullation

23. (A) consumation (B) consummation
(C) consumeation (D) consomation

24. (A) retorical (B) rhetorical
(C) rhetorrical (D) retorrical

25. (A) inimitable (B) iminitable
(C) innimitable (D) inimitible

26. (A) proletarian (B) prolletarian
(C) prolatarian (D) proleterian

27. (A) appelate (B) apellate
(C) appellate (D) apelate

28. (A) esential (B) essencial
(C) essential (D) essantial

29. (A) assessment (B) assesment
(C) asessment (D) assesmant

30. (A) ordinence (B) ordinnance
(C) ordinanse (D) ordinance

31. (A) disapearance (B) disappearance
(C) disappearense (D) disappearence

32. (A) attendence (B) attendanse
(C) attendance (D) atendance

33. (A) acertain (B) assertain
(C) ascertain (D) asertain

34. (A) specimen (B) speciman
(C) spesimen (D) specemen

35. (A) relevant (B) relevent
(C) rellevent (D) relavant

36. (A) anesthetic (B) aenesthetic
(C) anestitic (D) annestnetic

37. (A) foriegn (B) foreign
(C) forriegn (D) forreign

38. (A) interuption (B) interruption
(C) interrupsion (D) interrupcion

39. (A) acquiesence (B) acquiescence
(C) aquiescense (D) acquiesance

40. (A) exceed (B) exsede
(C) exseed (D) excede

41. (A) maneuver (B) manuver
(C) maneuvere (D) manneuver

42. (A) correlation (B) corrolation
(C) corellation (D) corralation

43. (A) hinderence (B) hindranse
(C) hindrance (D) hindrence

44. (A) existence (B) existance
(C) existense (D) existince

45. (A) bankrupcy (B) bankruptcy
(C) bankruptsy (D) bankrupsy

46. (A) receipts (B) receits
(C) reciepts (D) recieps

47. (A) impromtu (B) inpromtu
(C) impromptu (D) impromptue

48. (A) pronounciation (B) pronunciatun
(C) pronunciation (D) pronounciatun

49. (A) entirly (B) entirely
(C) entirley (D) entireley

50. (A) complecation (B) complicasion
(C) complication (D) complacation

51. (A) condem (B) condemn
(C) condemm (D) condenm

52. (A) ocassion (B) occassion
(C) ocasion (D) occasion

53. (A) contagious (B) contageous
(C) contagous (D) contagiose

54. (A) perminent (B) permenant
(C) permanent (D) permanant

55. (A) proceed (B) procede
(C) prosede (D) proseed

56. (A) embarassment (B) embarrassment
(C) embarasment (D) embarrasssment

57. (A) cematery (B) cemetary
(C) cemitery (D) cemetery

58. (A) believable (B) believeable
(C) believeble (D) believible

59. (A) council (B) counsil
(C) counsle (D) councel

60. (A) achievement (B) acheivment
(C) achievment (D) acheivement

61. (A) Wendesday (B) Wensday
(C) Wednesday (D) Wendnesday

62. (A) classify (B) classafy
(C) classefy (D) classifey

63. (A) concensus (B) concencus
(C) consencus (D) consensus

64. (A) suffiscent (B) sufficient
(C) sufficiant (D) suffiscient

65. (A) responseable (B) responseable
(C) responsibil (D) responsible

66. (A) remittence (B) remmittence
(C) remmittance (D) remittance

67. (A) probible (B) probable
(C) probbable (D) probabil

68. (A) weigt (B) wieght
(C) weight (D) waight

69. (A) argument (B) argumint
(C) argumant (D) arguement

70. (A) priceing (B) prising
(C) priseing (D) pricing

71. (A) ballanced (B) balanced
(C) balansed (D) balanct

72. (A) operateing (B) oparating
(C) oparrating (D) operating

73. (A) privelege (B) privilege
(C) privelige (D) privilige

74. (A) expenses (B) expences
(C) expensses (D) expensces

75. (A) mispell (B) misspell
(C) misspel (D) mispel

76. (A) occurrance (B) occurence
(C) occurrence (D) ocurrence

77. (A) receit (B) receipt
(C) reciept (D) reciet

78. (A) conscience (B) conscence
(C) consciense (D) conscense

79. (A) deterent (B) deterrant
(C) deterant (D) deterrent

80. (A) responsable (B) responsceable
(C) responsible (D) responcible

81. (A) noticable (B) noticible
(C) noticeable (D) noticeble

82. (A) passable (B) passible
(C) passeble (D) passeable

83. (A) dissplaid (B) displayed
(C) dissplayed (D) displaid

84. (A) tryeing (B) trieing
(C) trying (D) triing

85. (A) imaterial (B) immaterial
(C) imaterrial (D) imatterial

86. (A) balancing (B) balanceing
(C) balansing (D) balanseing

87. (A) conceed (B) consede
(C) concede (D) conseed

88. (A) innumerible (B) innumerable
(C) inumerable (D) inumerible

89. (A) maintainance (B) maintenance
(C) maintenence (D) maintanance

SCORE FOR EXAM ________

ARCO CIVIL SERVICE TEST TUTOR: OFFICE ASSISTANT GS 2-4

The following sample tests are similar to those you will take as part of the Civil Service examination, GS 2-4 and were developed by David R. Turner for ARCO Publishing Company, Inc.

These tests are designed to be used in sequence, with the students proceeding from one test to the next at their discretion. However, you may wish to administer each test on an individual basis.

VOCABULARY: TEST 1

TIME: 6 Minutes. 15 Questions.

Directions: For each of the numbered questions in this test select the appropriate letter preceding that word which is most nearly the same in meaning as the capitalized word.

1. COHERENT

(A) not clear (B) logically related
(C) specific (D) courteous

2. OBESITY

(A) bestial (B) corpulence
(C) obstinacy (D) instrument

3. MAIL

(A) armor (B) seaside
(C) rapid travel (D) wool

4. PROXIMITY

(A) nearness (B) declivity
(C) worldliness (D) adherence

5. HAGGLE

(A) dicker (B) nag
(C) quarrel (D) buy

6. AMENABLE

(A) pleasant (B) tractable
(C) amiable (D) bloodless

7. PALPABLE

(A) savory (B) obvious
(C) paltry (D) easy

8. FLORID

(A) seedy (B) flowery
(C) ruddy (D) overflowing

9. FALLACIOUS

(A) faltering (B) stumbling
(C) deceptive (D) foolish

10. DOGMA

(A) canine (B) creed
(C) truth (D) prophecy

11. VOCIFEROUS

(A) energetic (B) musical
(C) clamorous (D) calmly

12. CRYPTIC

(A) overt (B) burned
(C) adroit (D) secret

13. CONTENTIOUS

(A) disputatious (B) ingenious
(C) temperate (D) appeasing

14. RECANT

(A) intone (B) disavow
(C) relate (D) evaluate

15. NEFARIOUS

(A) greedy (B) holy
(C) needy (D) wicked

VOCABULARY: TEST 2

TIME: 4 Minutes. 10 Questions.

DIRECTIONS: For each of the numbered questions in this test select the appropriate letter preceding that word which is most nearly the same in meaning as the capitalized word.

1. EXPEDITE

(A) obstruct (B) advise
(C) accelerate (D) demolish

2. COORDINATOR

(A) enumerator (B) organizer
(C) spokesman (D) advertiser

3. REPRISAL

(A) retaliation (B) advantage
(C) warning (D) denial

4. CAPITULATE

(A) repeat (B) surrender
(C) finance (D) retreat

5. EXTENUATING

(A) excusing (B) opposing
(C) incriminating (D) distressing

6. COLLUSION

(A) decision (B) insinuation
(C) connivance (D) conflict

7. SUBVERSIVE

(A) secret (B) foreign
(C) evasive (D) destructive

8. VACILLATING

(A) changeable (B) decisive
(C) equalizing (D) progressing

9. ARBITRARY

(A) responsible (B) despotic
(C) conciliatory (D) argumentative

10. AUSPICIOUS

(A) questionable	(B) well-known
(C) free	(D) favorable

VERBAL ANALOGIES

TIME: 8 Minutes. 20 Questions

DIRECTIONS: In these test questions each of the two CAPITALIZED words have a certain relationship to each other. Following the capitalized words are other pairs of words, each designated by a letter. Select the lettered pair wherein the words are related in the same way as the two CAPITALIZED words are related to each other.

1. ARGUMENT : DEBATE ::

(A) philosophy : psychology
(B) challenge : opponent
(C) violence : peace
(D) individual : group
(E) fight : contest

2. LETTUCE : LEAF ::

(A) potato : eye
(B) rose : thorn
(C) onion : bulb
(D) grass : stem
(E) grape : vine

3. SODIUM : SALT ::

(A) soda : solution
(B) molecule : atom
(C) oxygen : water
(D) chemistry : biochemistry
(E) analysis : synthesis

4. DAM : WATER ::

(A) over : under
(B) embargo : trade
(C) curse : H_2O
(D) beaver : fish
(E) river : stream

5. ALLAY : PAIN ::

(A) damp : noise
(B) create : noise
(C) regain : consciousness
(D) fray : edge
(E) sooth : nerves

6. LATENT : LATE::

(A) crude : callous
(B) potential : tardy
(C) natty : nettled
(D) obvious : concealed
(E) decorous : deceased

7. CALIBER : RIFLE ::

(A) reputation : blast
(B) compass : bore
(C) army : navy
(D) gauge : rails
(E) calvary : infantry

8. CHOP : MINCE ::

(A) fry : bake
(B) meat : cake
(C) axe : mallet
(D) Washington : Lincoln
(E) stir : beat

9. PECCADILLO : CRIME ::

(A) district attorney : criminal
(B) hesitate: procrastinate
(C) armadillo : bone
(D) bushel : peck
(E) sheriff : jail

10. WOOD : PAPER ::

(A) iron : steel
(B) chair : wall
(C) cut : clip
(D) fireplace : lighter
(E) forest : fire

H-VI-11.3 continued

11. LIMP : CANE ::

(A) machete : sugar
(B) walk : crutch
(C) cold : tissue
(D) corset : stiffness
(E) lump : sugar

12. CONCRETE : ADOBE ::

(A) brick : building
(B) paper : papyrus
(C) American : Mexican
(D) pour : spill
(E) contractor : purchaser

13. ARMS : MORPHEUS ::

(A) hands : Destiny
(B) eyes : Venus
(C) head : Jupiter
(D) feet : Mars
(E) bowels : Circe

14. PUBLICATION : LIBEL ::

(A) newspaper : editorial
(B) radio : television
(C) information : liability
(D) journalism : attack
(E) speech : slander

15. CANAL : PANAMA ::

(A) water : country
(B) ships : commerce
(C) chord : circle
(D) locks : waterway
(E) country : continent

16. ALLEVIATE : AGGRAVATE ::

(A) joke : worry
(B) elevate : agree
(C) level : grade
(D) plastic : rigid
(E) alluvial : gravelly

17. BEHAVIOR : IMPROPRIETY ::

(A) honesty : morality
(B) freedom : servitude
(C) response : stimulus
(D) word : malapropism
(E) grammar : usage

18. ELM : TREE ::

(A) dollar : dime
(B) currency : dime
(C) map : leaves
(D) oak : maple
(E) dollar : money

19. DOCTOR : DISEASE ::

(A) miser : money
(B) illness : prescription
(C) sheriff : crime
(D) theft : punishment
(E) intern : hospital

20. EXAMINATION : CHEAT ::

(A) lawyer : defendant
(B) compromise : principles
(C) army : gripe
(D) swindle : business
(E) politics : graft

GRAMMAR

TIME: 4 Minutes. 10 Questions

DIRECTIONS: In each of the following groups of sentences, select the one sentence that is grammatically INCORRECT. Mark the answer sheet with the letter of that incorrect sentence.

1. (A) The students in the dormitories were forbidden, unless they had special passes, from staying out after 11:30 p.m.

   (B) The Student Court rendered a decision satisfactory to both the defendant and the accuser.

   (C) Margarine is being substituted for butter to a considerable extent.

   (D) In this school there are at least fifteen minor accidents a year which are due to this traffic violation.

2. (A) Sailing along New England's craggy coastline, you will relive a bygone era of far-roving whalers and graceful clipper ships.

   (B) The march of history is reenacted in folk festivals, outdoor pageants, and fiestas-local in theme, but national in import.

   (C) Visiting the scenes of the past, our interest in American history is renewed and enlivened.

   (D) What remained was a few unrecognizable fragments.

3. (A) I knew it to be him by the style of his clothes.

   (B) No one saw him doing it.

   (C) Her going away is a loss to the community.

   (D) Mary objected to her being there.

   (E) Illness prevented him graduating in June.

4. (A) No one but her could have recognized him.

   (B) She knew the stranger to be him whom she had given up as lost.

   (C) He looked like he had been in some strange land where age advanced at a double pace.

   (D) It is impossible to include that item; the agenda have already been mimeographed.

5. (A) You have probably heard of the new innovation in the regular morning broadcast.

(B) During the broadcast you are expected to stand, to salute, and to sing the fourth stanza of "America."

(C) None of the rocks which form the solid crust of our planet is more than two billion years old.

(D) "I have finished my assignment," said the pupil. "May I go home now?"

6. (A) The coming of peace effected a change in her way of life.

(B) Spain is as weak, if not weaker than, she was in 1900.

(C) In regard to that, I am not certain what my attitude will be.

(D) That unfortunate family faces the problem of adjusting itself to a new way of life.

(E) Fred Eastman states in his essay that one of the joys of reading lies in discovering courage.

7. (A) Participation in active sports produces both release from tension as well as physical well-being.

(B) The problem of taxes is still with them.

(C) Every boy and every girl in the auditorium was thrilled when the color guard appeared.

(D) At length our club decided to send two representatives to the meeting, you and me.

8. (A) Remains of an ancient civilization were found near Mexico City.

(B) It is interesting to compare the interior of one of the pyramids in Mexico to the interior of one of the pyramids in Egypt.

(C) In two days' journey you will be reminded of political upheavals comparable to the volcanic eruptions still visible and audible in parts of Mexico.

(D) There is little danger of the laws being broken, so drastic is the penalty.

9. (A) Instead of looking disdainfully at London grime, think of it as a mantle of tradition.

(B) Nobody but the pilot and the co-pilot was permitted to handle the mysterious package.

(C) Not only is industry anxious to hire all available engineers, but they are being offered commissions by the armed forces.

(D) For immediate service go direct to the store manager.

10. (A) The delegates alighted and started off in a taxi, their baggage having been taken care of.

(B) That kind of potatoes is grown in Idaho.

(C) Besides Alan Stevens, there were eight officers of the organization on the dais.

(D) As the delegates reached the convention hall late, they blamed their tardiness on the taxi driver.

SPELLING

TIME: 8 Minutes. 20 Questions

DIRECTIONS: In this test all words but one of each group are spelled correctly. Indicate the misspelled word in each group.

1. (A) afterwards (B) account (C) chocalate (D) machinery
2. (A) canal (B) generaly (C) obey (D) scenery
3. (A) tomatoe (B) seldom (C) pavement (D) oxygen
4. (A) fortunate (B) abscence (C) lowest (D) mailman
5. (A) bullet (B) fraction (C) marrage (D) kindness
6. (A) weave (B) strenghth (C) particular (D) thrifty
7. (A) umberella (B) tractor (C) tardy (D) parties
8. (A) apartment (B) discovary (C) industries (D) mystery
9. (A) grazing (B) fairyland (C) ninetey (D) Capitol
10. (A) fluffy (B) literature (C) intestines (D) acurate
11. (A) girraffe (B) empire (C) caterpillar (D) laboratory
12. (A) product (B) vapor (C) discription (D) precious
13. (A) snowey (B) schoolroom (C) trout (D) wreck
14. (A) surounded (B) unknown (C) wolves (D) stationery
15. (A) adjective (B) bakeing (C) independence (D) happiest
16. (A) investigate (B) lemon (C) mansion (D) apointment
17. (A) vitamins (B) traffic (C) prizoner (D) occupied
18. (A) sister's (B) penmenship (C) showing (D) weighed
19. (A) instrument (B) likely (C) fireworks (D) aquainted
20. (A) ambulence (B) gallon (C) colonist (D) advertisement

READING COMPREHENSION

TIME: 5 Minutes. 10 Questions.

This reading comprehension test consists of a number of different passages. One or more questions are based on each passage. The questions are composed of incomplete statements about the passage. Each incomplete statement is followed by five choices lettered (A) (B) (C) (D) (E). Mark your answer sheet with the letter of that choice which best completes the statement, and which best conveys the meaning of the passage.

Reading Passage

Poverty in itself is seldom the cause of revolution. It is the sense of inequality in the distribution of wealth that breeds discontent. When the rich are indifferent to this inequality, and no effort is made to ease the economic burden of the poor, the sense of inequality grows into enmity.

The chief task of good administration is to secure internal peace through orderly growth. Many factors contribute to the economic growth or decay of a country; climate, natural resources, agriculture, and industry to mention a few. To insure that economic growth benefits all citizens, not just a few, government must deal with and regulate those factors.

1. The title that best epitomizes this passage is

   (A) Changes in the early society of our country
   (B) The monopoly of wealth by a special class
   (C) Insuring internal peace
   (D) Enmity resulting from social burdens
   (E) Governmental regulations

2. Good administration should

   (A) distribute wealth equally
   (B) regulate those factors which affect the economy
   (C) control economic life
   (D) help the poor by promoting government economy
   (E) make the poorer citizens happy

3. Discontent is chiefly the result of

   (A) poverty
   (B) inevitable social and economic changes
   (C) increase in wealth of the country
   (D) class competition
   (E) uneven distribution of wealth

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Reading Passage

I suppose that I might connect this with another myth: that since most Chinese are illiterate they are, therefore, ignorant. Actually there is surprisingly little connection between illiteracy and ignorance. I learned this in my forty years in China from many friends who, though illiterate, were wise and sophisticated. I learned it again in my own country, where I found literacy and ignorance in frequent combination. Knowing how to read does not mean that one reads or thinks. Wisdom is the essential element of civilization, and of wisdom the Chinese have much.

4. The title below that best expresses the idea of this passage is

   (A) Illiteracy, a myth
   (B) Illiteracy and wisdom
   (C) Forty years in China
   (D) Characteristics of the illiterate
   (E) Wisdom through reading

5. The writer considers the Chinese on the whole

   (A) ignorant but friendly
   (B) literate
   (C) wise
   (D) satisfied with their illiteracy
   (E) less mythical than Americans

Reading Passage

Television has just about reached in 20 years the goal toward which print has been working for 500: to extend its audience to include the entire population. In 1973 in the United States, nine out of ten families watched 45 million sets going an average of five hours a day.

6. According to the above paragraph

   (A) the entire nation has TV sets
   (B) nine out of ten individuals watch an average of five hours a day
   (C) the TV viewing public grew much more rapidly than did the reading public
   (D) there are more TV sets in the United States than in other countries
   (E) the total possible TV audience is larger than the reading public

Reading Passage

The problem in adult education seems to be not the piling up of facts but practice in thinking.

7. According to the above paragraph

(A) educational methods for adults and young people should differ
(B) adults do not seem to retain new facts
(C) adults seem to think more than young people
(D) a well-educated adult is one who thinks but does not have a store of information
(E) adult education should stress ability to think

Reading Passage

Approximately 19,000 fatal accidents in 1972 were sustained in industry. There were approximately 130 non-fatal injuries to each fatal injury.

8. According to the above paragraph, the number of non-fatal accidents during 1972 was approximately

(A) 146,000 (B) 190,000 (C) 1,150,000
(D) 2,500,000 (E) 3,200,000

Reading Passage

The capacity of banks to grant loans depends, in the long run, on the amount of money deposited with them by the public. In the short run, however, it is a well known fact that banks not only can, but do lend more than is deposited with them. If such lending is carried to excess, it leads to inflation.

9. On the basis of the preceding paragraph is it more reasonable to conclude that

(A) banks often indulge in the vicious practice of lending more than is deposited with them.
(B) in the long run, a sound banking policy operates for the mutual advantage of the bankers and the public
(C) inflation is usually the result of excess lending by the banks
(D) the public must guard against inflation
(E) bank lending is always in direct ratio with bank deposits

Reading Passage

Neither the revolution in manufacturing nor that in agriculture could have proceeded without those brilliant inventions in transportation and communication which have bound country to city, nation to nation, and continent to continent.

10. Judging from the contents of the preceding paragraph it can most precisely be indicated that

    (A) nations have been brought together more closely by transportation than by manufacturing and agriculture
    (B) progress in communication and transportation has been essential to progress in manufacturing and agriculture
    (C) changes in manufacturing and agriculture are characterized by a revolutionary process
    (D) industrial changes must be preceded by brilliant inventions in communications.
    (E) both industry and transportation serve to bind country to city, nation to nation, and continent to continent

ANSWER SHEET FOR H-VI-II

H-V-11.1 VOCABULARY Test 1

1 A B C D E   2 A B C D E   3 A B C D E   4 A B C D E   5 A B C D E   6 A B C D E   7 A B C D E   8 A B C D E

9 A B C D E   10 A B C D E   11 A B C D E   12 A B C D E   13 A B C D E   14 A B C D E   15 A B C D E   16 A B C D E

H-V-11.2 VOCABULARY Test 2

1 A B C D E   2 A B C D E   3 A B C D E   4 A B C D E   5 A B C D E   6 A B C D E   7 A B C D E   8 A B C D E

9 A B C D E   10 A B C D E   11 A B C D E   12 A B C D E   13 A B C D E   14 A B C D E   15 A B C D E   16 A B C D E

H-V-11.3 VERBAL ANALOGIES

1 A B C D E   2 A B C D E   3 A B C D E   4 A B C D E   5 A B C D E   6 A B C D E   7 A B C D E   8 A B C D E

9 A B C D E   10 A B C D E   11 A B C D E   12 A B C D E   13 A B C D E   14 A B C D E   15 A B C D E   16 A B C D E

17 A B C D E   18 A B C D E   19 A B C D E   20 A B C D E   21 A B C D E   22 A B C D E   23 A B C D E   24 A B C D E

H-V-11.4 GRAMMAR

1 A B C D E   2 A B C D E   3 A B C D E   4 A B C D E   5 A B C D E   6 A B C D E   7 A B C D E   8 A B C D E

9 A B C D E   10 A B C D E   11 A B C D E   12 A B C D E   13 A B C D E   14 A B C D E   15 A B C D E   16 A B C D E

H-V-11.5 SPELLING

1 A B C D E   2 A B C D E   3 A B C D E   4 A B C D E   5 A B C D E   6 A B C D E   7 A B C D E   8 A B C D E

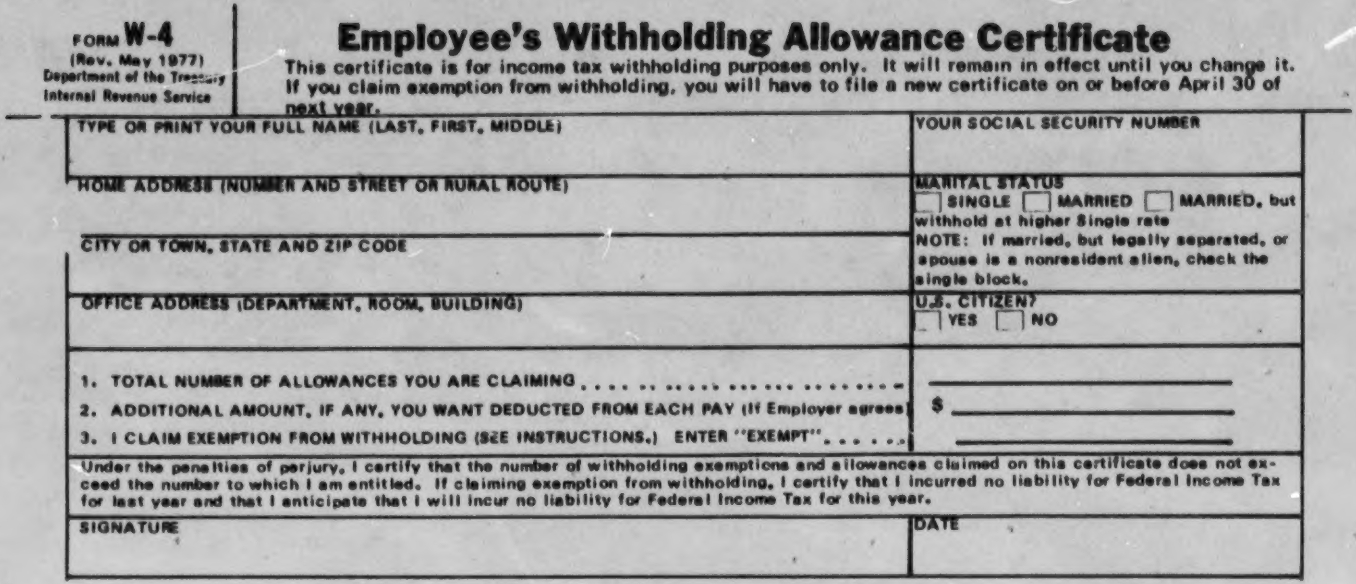
9 A B C D E   10 A B C D E   11 A B C D E   12 A B C D E   13 A B C D E   14 A B C D E   15 A B C D E   16 A B C D E

17 A B C D E   18 A B C D E   19 A B C D E   20 A B C D E   21 A B C D E   22 A B C D E   23 A B C D E   24 A B C D E

H-V-11.6 READING COMPREHENSION

1 A B C D E   2 A B C D E   3 A B C D E   4 A B C D E   5 A B C D E   6 A B C D E   7 A B C D E   8 A B C D E

9 A B C D E   10 A B C D E   11 A B C D E   12 A B C D E   13 A B C D E   14 A B C D E   15 A B C D E   16 A B C D E



FORM **W-4**
(Rev. May 1977)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

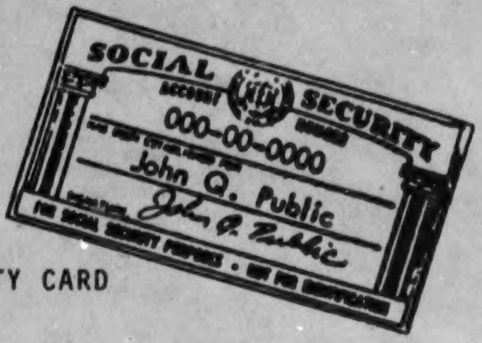
TYPE OR PRINT YOUR FULL NAME (LAST, FIRST, MIDDLE)	YOUR SOCIAL SECURITY NUMBER
HOME ADDRESS (NUMBER AND STREET OR RURAL ROUTE) CITY OR TOWN, STATE AND ZIP CODE	MARITAL STATUS ☐ SINGLE ☐ MARRIED ☐ MARRIED, but withhold at higher Single rate NOTE: If married, but legally separated, or spouse is a nonresident alien, check the single block.
OFFICE ADDRESS (DEPARTMENT, ROOM, BUILDING)	U.S. CITIZEN? ☐ YES ☐ NO
1. TOTAL NUMBER OF ALLOWANCES YOU ARE CLAIMING	______
2. ADDITIONAL AMOUNT, IF ANY, YOU WANT DEDUCTED FROM EACH PAY (If Employer agrees)	$ ______
3. I CLAIM EXEMPTION FROM WITHHOLDING (SEE INSTRUCTIONS.) ENTER "EXEMPT"	______

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal Income Tax for last year and that I anticipate that I will incur no liability for Federal Income Tax for this year.

SIGNATURE	DATE

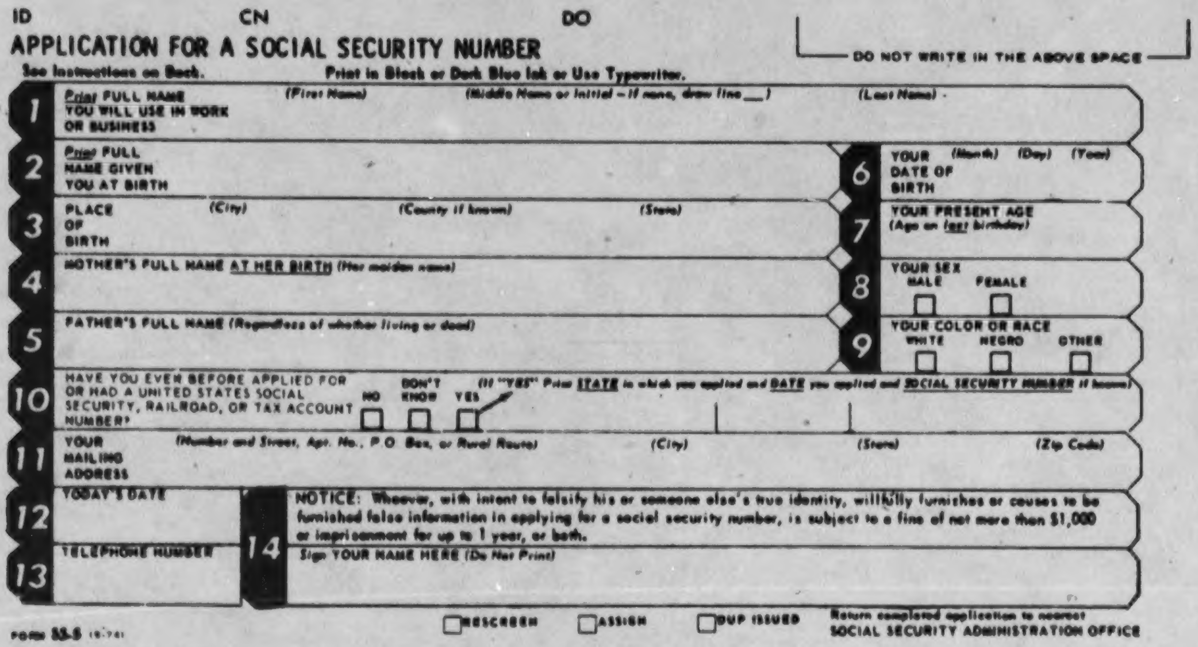
1. This form helps the employer determine how much Federal income tax to withold from the employee's wages.
2. Only the correct number of exemptions should be claimed.
3. An employee may claim fewer exemptions than he or she actually has, but not more. Claiming fewer exemptions results in more tax being deducted from the pay check.
4. A new certificate should be filed when the number of exemptions changes. It must be filed within 10 days when the number decreases.

IML-UMC



YOUR SOCIAL SECURITY CARD

1. You must have one before you start to work.
2. Contributions paid to social security for ten years will provide a monthly retirement check for life to persons retiring at age 62. Both you and your employer contribute for you.
3. The number is yours for life and may be used as your identification number for other purposes. Memorize it.
4. An application form may be obtained from any post office or social security office.



ID CN DO

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – If none, draw line __) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

ᅟ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

FORM SS-5 (9-74)

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

LATE ARRIVAL

I. SITUATION

Denise Jones is trying to get a job as a secretary after completing high school. She has written five letters of application. Since her qualifications are good, she gets letters from two different firms telling her to call for an appointment for an interview. The Benton Firm is closer to her home, and she believes it would offer a better opportunity for advancement. The James Firm is across town and would involve a lot of driving and expense. She calls the two firms for appointments and is told to be at the Benton Firm at one o'clock and at the James Firm at three o'clock on the same day. Denise is usually very prompt, but on this particular day her car stalls and there is no phone nearby.

II. QUESTIONS

A. Should Denise show up late for the first appointment?

B. Should she call later to explain and ask for another appointment?

C. Will the missed appointment make her appear irresponsible?

D. Should she concentrate only on the James appointment now, even though she prefers to work for the Benton Firm?

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

IF YOU DON'T GET RESULTS THE FIRST TIME

I. SITUATION

Mr. Gary Brown is about to finish high school and he will be wanting to start work as soon as he can. Gary has an appointment with the Ace Chemical Company to apply for a job in the records department.

Ms. Callahan, the personnel supervisor, told him to come in for an interview. Upon arrival he is told that Ms. Callahan is out of town for a week. Not knowing what to do about this, Mr. Brown asks if there is anyone else with whom he could talk. After some time, he is told that there is no one else authorized to hire people other than Ms. Callahan.

With this "let down" Mr. Brown goes back home and starts making applications to other companies for a job.

II. QUESTIONS

A. If you were Gary, what would you have done in this situation?

B. Which would be the best follow-up on this case--a letter, a telephone call or a personal call at the office the following week? Why?

C. Why should Gary take the initiative, even though he did not break the appointment?

D. What attitude should Gary take when he sees Ms. Callahan? Why?

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JOB INTERVIEW, TESTS AND FORMS
UNIT VI

PREJUDICED PRUDENCE

I. SITUATION

Prudence was a senior in the co-op program of her high school and ready for an interview. The job for which she was to be interviewed was in a large accounting firm. It was a position of clerk-typist, with some receptionist duties. Prudence was excited by the prospects and felt that she was well qualified.

During the interview the employer explained the duties and situation to Prudence.

"You will be working in a large office with about 40 other employees," explained Mr. Soya. "Your duties will be largely routine, but you will have a few opportunities at special projects with other employees. Meeting the public and serving as receptionist will also be part of the job."

"I am sure I will like the work," exclaimed Prudence. She was quite confident that Mr. Soya had approved her qualifications.

"There is just one thing that I want you to be aware of, Prudence," continued Mr. Soya. "Your desk will be beside that of Miss Perkins. She is (of a minority group). Will you object to that"?

Prudence thought quickly and did not reply. Several thoughts went through her head. "What would the kids at school think about this?" "Would her Mother object?" "What about her boyfriend?" Prudence could not bring herself to reply since she did not know what to say. She did not know how to explain to Mr. Soya these questions that entered her head. She attempted but ended only in stammering. Mr. Soya courteously ended the interview.

II. QUESTIONS

A. How could Prudence have avoided this situation?

B. Do you think her failure to reply hurt her chances for the job?

C. How could Prudence have been prepared for such a question prior to the interview?

CASE PROBLEMS - TEACHER SUGGESTIONS

LATE ARRIVAL (H-VI-14)

Denise should make another appointment with Benton Firm. If she cannot make her appointment with the James Firm, she should then make another appointment with them. Denise should telephone later and indicate what happened to her car.

IF YOU DON'T GET RESULTS THE FIRST TIME (H-VI-15)

A. Gary should have the secretary at Ace Chemical Company schedule an appointment next week when Ms. Callahan will be back.

B. Personal call.

C. Gary had an interview scheduled and should follow through next week when Ms. Callahan will be back.

D. Gary should not mention that he came the week before when Ms. Callahan was not in the office.

PREJUDICED PRUDENCE (H-VI-16)

A racial question often leaves the applicant abashed and unable to think of a reply. The question should have been discussed by the coordinator prior to the interview as best fits the student's community. The coordinator should be well aware of the discrimination of race, creed, color or religion in her or his own geographical area. Putting students through a typical interview by letting them play the actual role of a prospective employee will prepare them for the time when they will face the formidable interviewer whom they otherwise might fear.

Name ______________________________

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

EVALUATION

The employment test below has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

Directions: Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. A. Propposal
   B. Propossal
   C. Proposal
   D. Propossal
   E. None of these

2. A. Bookeeping
   B. Bookepping
   C. Bookkeping
   D. Bookkeeping
   E. None of these

3. A. Iteniary
   B. Itinerary
   C. Itenerary
   D. Itenirary
   E. None of these

4. A. Conferance
   B. Conference
   C. Confference
   D. Conferience
   E. None of these

5. A. Transferrable
   B. Transferable
   C. Transfferable
   D. Transferible
   E. None of these

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Directions: In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.

7. It (will, won't) take but a minute.

8. He is (confidant, confident) that you will enjoy the play.

9. I would (advice, advise) her to stay in London another week.

10. The documentary contained more than (thirty, 30) pages of directions.

Directions: Punctuate correctly the following sentences:

11. The reference book *Charm and Poise for Getting Ahead* is now available at Martins Book Store

12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper

13. The meeting is now scheduled for December 12 19--

14. Our district manager Mr McCarther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you cant tell me how to vote in this election

Directions: Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    A. 3

    B. 1

    C. .95

    D. 732

    E. .05

Name ______________________________

EVALUATION

17. Subtract: 150.07 - 2.3 =

A. 147.77
B. 148.04
C. 149.84
D. 157.77
E. None of these

18. Find: 6% of $379.20 =

A. $ 22.74
B. $ 22.75
C. $227.42
D. $227.52
E. None of these

19. What number is missing from the series?

67 59 51 43 ____ 27

A. 38
B. 37
C. 34
D. 35
E. None of these

20. Five pounds of paper sells for $2; how many pounds can you buy for 80 cents?

A. 3
B. 1 1/2
C. 2
D. 4
E. None of these

Directions: Write the following amounts in words:

21. $273.75 ______________________________
22. 61 1/3 ______________________________
23. 90 10/16 ______________________________
24. 100% ______________________________
25. $6,372.15 ______________________________

Directions: Below are ten pairs of names and numbers. If the two sets are exactly the same, circle "S," if they are *different*, circle the "D."

Example:	A. A. Glensen	- A. H. Glensen	S	[✓ D]
	Martin Matthews	- Marlin Matthews	S	[✓ D]
	Newton Domestics	- Newton Domestics	[✓ S]	D
26.	Gurney Bascombe --------	Garney Bascombe	S	D
27.	Robert's Florals -------	Roberta's Florals	S	D
28.	M. N. Wojciechowsi -----	M. N. Wojciechowski	S	D
29.	Paul J. Siegelman ------	Paul J. Siegelman	S	D
30.	Williams, Owen, & Scott -	Williams, Owen, & Scott	S	D
31.	Liebster & Liebsten ----	Liebsten & Liebsten	S	D
32.	Groves & Oppenhiemer ---	Groves & Oppenheimer	S	D
33.	A376-5972147 -----------	A367-59772147	S	D
34.	AV-372249576 -----------	AV-3724295676	S	D
35.	P. F. DeSimone ---------	F. P. DeSimone	S	D

Directions: Proofread the paragraphs below and punctuate. Circle spelling errors, and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36-50. In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tiling can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling

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Name ______________________________

EVALUATION

Directions: In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding the name.

51. A. Victor Gongala
    B. Anita Dubcheick
    C. Martha Carter
    D. Carol Eisler
    E. Carl Schwartz

52. A. Top Quality Motel
    B. The 201 Cleaners
    C. T. A. Tremont
    D. Wilkins Market
    E. The Victory Corp.

53. A. S. James Santos
    B. San Francisco Tools, Inc.
    C. S. A. Sampler
    D. Sands Aircraft Co.
    E. San Diego Suppliers

54. A. Elizabeth Barnes
    B. Allen E. Bates
    C. Anna Benson
    D. AA Products
    E. Andrew Jamisen

55. A. P. C. Payton
    B. The Kline Corp.
    C. T. G. Products, Inc.
    D. Lawson's Hotel
    E. Alice Payne

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

ANSWERS FOR EVALUATION

1. C
2. D
3. B
4. B
5. B
6. have
7. will
8. confident
9. advise
10. thirty
11. The reference book, *Charm and Poise for Getting Ahead*, is now available at Martin's Book Store.
12. Examinations will be given for a number of different-positions; for example, typist and general clerk, secretary, office manager and bookkeeper.
13. The meeting is now scheduled for December 12, 19--.
14. Our district manager, Mr. McCarther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."
16. E
17. A
18. B
19. D
20. C
21. Two hundred seventy-three dollars and seventy-five cents
22. Sixty-one and one-third
23. Ninety and ten-sixteenths
24. One hundred percent or 100 percent
25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D
27. D
28. D
29. S
30. S
31. D
32. D
33. D
34. D
35. D

36-60. In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail - the use of decorative tiles as attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect decide to build a dreem office, the idea that tiling can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

51. C.
52. B
53. C
54. D
55. B

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

1. Completion of a well written follow-up letter after an interview.

2. If you were assigned to help a new employee the first day on the job, what information would you provide him or her. Give the type of information he or she will need for a successful orientation to working with your company.

JOB INTERVIEW, TESTS AND FORMS
UNIT VI

ANSWERS TO HANDOUTS H-VI-5, THROUGH H-VI-11

H-VI-5: WORD COMPARISON TEST

1. O
2. S
3. O
4. S
5. O
6. O
7. S
8. O
9. S
10. S
11. O
12. S
13. S
14. O
15. O
16. O
17. O
18. O
19. S
20. S
21. S
22. O
23. S
24. O
25. S

H-VI-6: FILING APTITUDE TEST

1. B
2. F
3. N
4. P
5. K
6. P
7. G
8. B
9. T
10. N
11. N
12. K
13. L
14. F
15. R
16. J
17. L
18. B
19. M
20. M
21. I
22. A
23. J
24. E
25. D
26. O
27. S
28. B
29. H
30. A
31. S
32. C
33. T
34. C
35. J
36. G
37. O
38. I
39. F

H-VI-7: FOLLOWING INSTRUCTIONS TEST

1. A circle
2. 7
3. yes
4. 4 and 5
5. underline second
6. Sunday
7. $7.43
8. $75
9. 13
10. 42 49 11 1/4 5 5/8

H-VI-8: CONCENTRATION TEST

1. X
2. X
3. X
4. X
5. X
6. OK
7. X
8. X
9. X
10. OK
11. X
12. OK
13. X
14. X
15. X
16. X
17. OK
18. OK
19. X
20. X
21. X
22. X
23. X
24. X
25. OK
26. X
27. X
28. X
29. X
30. X
31. OK
32. X
33. X
34. X
35. X

H-VI-9: MATHEMATICS TEST

Column A = 9,412
Column B = 5,315
Column C = 5,534
Column D = 6,029
Column E = 3,430
Column F = 4,495

H-VI-9: MATHEMATICS continued

Multiplication	Division	Percentage
1. 6,740,280	1. 8.99	1. 122.47
2. 422,096	2. 19.97	2. 1
3. 2,825.361	3. 51.55	3. 8.63
4. 68,493.600	4. 19.14	4. 5
5. 1,943.688	5. 17.39	5. 5.02

H-VI-10: HOW DO YOU SPELL IT?

1. B
2. B
3. B
4. D
5. C
6. C
7. A
8. A
9. D
10. A
11. D
12. B
13. C
14. D
15. A
16. B
17. A
18. B
19. D
20. D
21. C
22. B
23. B
24. B
25. A
26. A
27. C
28. C
29. A
30. D
31. B
32. C
33. A
34. A
35. A
36. A
37. B
38. B
39. B
40. A
41. A
42. A
43. C
44. A
45. B
46. A
47. C
48. C
49. B
50. C
51. B
52. D
53. A
54. C
55. A
56. D
57. D
58. A
59. A
60. A
61. C
62. A
63. D
64. B
65. D
66. D
67. B
68. C
69. A
70. D
71. B
72. D
73. B
74. A
75. B
76. C
77. B
78. A
79. D
80. C
81. C
82. A
83. B
84. C
85. B
86. A
87. C
88. B
89. B

H-VI-11: ARCO CIVIL SERVICE TEST TUTOR: OFFICE ASSISTANT GS 2-4

H-VI-11.1: VOCABULARY: TEST 1

1. C
2. C
3. B
4. C
5. C
6. A
7. A
8. C
9. C
10. D
11. C
12. B
13. C
14. B
15. A

H-VI-11.2: VOCABULARY: TEST 2

1. C
2. B
3. C
4. C
5. C
6. C
7. C
8. A
9. D
10. B

H-VI-11.3: VERBAL ANALOGIES

1. E
2. D
3. C
4. A
5. D
6. D
7. E
8. D
9. C
10. B
11. D
12. C
13. E
14. A
15. A
16. C
17. C
18. D
19. B
20. A

H-VI-11: CIVIL SERVICE TEST continued

H-VI-11.4: GRAMMAR

1. D
2. B
3. C
4. C
5. A
6. A
7. D
8. C
9. C
10. D

H-VI-11.5: SPELLING

1. C
2. B
3. A
4. B
5. C
6. B
7. A
8. B
9. C
10. D
11. A
12. C
13. A
14. A
15. B
16. D
17. C
18. B
19. D
20. A

H-VI-11.6: READING COMPREHENSION

1. A
2. A
3. B
4. A
5. E
6. B
7. C
8. D
9. C
10. B

MONEY MANAGEMENT
UNIT VII

UNIT OBJECTIVE

After completing this unit, the student should be able to reconcile a bank statement, indicate three common endorsements made on checks, indicate the importance of budgeting and be able to identify individual differences in values and goals.

SPECIFIC OBJECTIVES

Students should be able to:

1. Explain how values and goals affect an individual's spending habits.
2. Describe how values and goals may influence an individual's life.
3. Explain why values and goals differ among individuals.
4. List four advantages of budgeting.
5. State the three basic steps involved in budgeting.
6. List three common endorsements on checks.
7. Write a check and fill out a deposit ticket.
8. Reconcile a bank statement successfully.

MONEY MANAGEMENT
UNIT VII

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with objectives sheet

   B. Provide students with activities sheets

   C. Provide students with handout sheets

   D. Make transparencies

   E. Discuss unit and specific objectives

   F. Discuss activities

   G. Give evaluation

II. Student

   A. Read objectives

   B. Study activities sheets and handout sheets

   C. Complete each activity

   D. Take evaluation

III. Instructional materials

   A. Objectives Sheet

   B. Activities Sheets

   C. Transparency Masters

      1. TM-VII-1: Important Parts of a Check

      2. TM-VII-2: Some Errors To Avoid in Writing a Check

      3. TM-VII-3: A Bank Statement

      4. TM-VII-4: Sources of Information for a Bank Reconciliation

      5. TM-VII-5: Deposit Ticket

      6. TM-VII-6: Three Common Endorsements

    7. TM-VII-7: Growth of Installment Buying
    8. TM-VII-8: Age and Installment Buying
    9. TM-VII-9: The Six C's of Credit
    10. TM-VII-10: What Credit Bureaus Know About You
    11. TM-VII-11: Retail Stores and Credit Bureaus
    12. TM-VII-12: A $500 TV's Actual Cost
    13. TM-VII-13: Cost of Living Differences
    14. TM-VII-14: Reduced Buying Power of the Dollar, 1957-1974
    15. TM-VII-15: What Does it Cost to Drive a Car?
    16. TM-VII-16: Most Taxes Are Paid by the Consumer

D. Handout Sheets

    1. H-VII-1: Word Association
    2. H-VII-2: Understandings and Attitudes about Money
    3. H-VII-3: Aptitude Test for Managing Money
    4. H-VII-4: Forced Choice Values Test
    5. H-VII-5: Planning Your Budget
    6. H-VII-6: Writing Checks and Making Deposits
    7. H-VII-7: Studying an Installment Contract Form
    8. H-VII-8: Calculating Interest Rates
    9. H-VII-9: Debts, Debts, Debts

E. Case Problem - Teacher Suggestions

F. Evaluation

G. Answers to Evaluation

H. Additional and/or Alternative Evaluation Measures

I. Answers to Handout H-VII-8

MONEY MANAGEMENT
UNIT VII

ACTIVITIES

Related Materials

1. Values and goals are important considerations in money management. What are values and goals? State briefly: H-VII-1

   Values are:

   a. Ideals and principles by which we live

   b. Guides in life

   Goals:

   a. Grow out of values

   b. Our specific aims and objectives

   c. Short-range goals may be necessary for accomplishment of long-range goals

   Goals and values may differ among individuals because of:

   a. Standard of living

   b. Age cycle

   c. Environment

   d. Desires

   e. Obligations

   f. Choice

   g. Attitude

   h. Influence

   Your assignment is to take the first handout indicated above and proceed according to the directions.

2. What are your understandings and attitudes towards money? Complete the handout and decide for yourself. H-VII-2

3. Do you know what your aptitude is for managing money? Complete the handout to find out. H-VII-3

		Related Materials
4.	The handout indicated at the right is a forced choice values test. Complete it to determine what values you consider most important.	H-VII-4
5.	Compose (write, tape, present orally) a one- to two-page paper on values. Consider these points in your report. What are values? Where do they come from? How and why do they change? How do people express their values?	
6.	Budgeting is important in any money management program. Budgeting helps you establish goals, helps you live on the money earned, eliminates wasteful habits of spending money and helps you achieve long-range plans. Basic steps for budgeting are: (1) estimating income, (2) planning expenses for estimating how income is to be used and (3) putting the plan into action. Keep these three essential ingredients in mind! Your assignment is to take the handout indicated at the right and plan a budget.	H-VII-5
7.	Checking accounts are one of the three most important services banks perform. (Savings accounts and loans are the other two.) You will view the five transparencies indicated at the right concerning checking accounts.	TM-VII-1 TM-VII-2 TM-VII-3 TM-VII-4 TM-VII-5
8.	The handout indicated at the right will test your ability to write checks, make deposits and reconcile a bank statement. Checks should always be written in ink. To determine if your addition and subtraction were correct, the checkbook balance and bank statement balance should be equal on the last page of the handout. If you have trouble, ask your teacher for assistance.	H-VII-6
9.	In order to deposit, cash or transfer a check, an endorsement is needed. You will view three of the most common endorsements--blank, full and restrictive. Discuss their implications.	TM-VII-6
10.	Credit (installment buying) has increased rapidly during the last 25 years. You will view two transparencies indicated at the right that relate to installment buying.	TM-VII-7 TM-VII-8
11.	Character, capacity, capital, conditions, collateral and common sense all contribute to the wise use of credit. These 6 C's might be explained as follows: character--a sincere attitude for paying bills;	TM-VII-9

		Related Materials
	capacity--an ability to repay; capital--owning more than your debt; conditions--satisfying agreements between the parties involved; collateral--possessions set aside as security for the debt; common sense--ability to use credit wisely. All together, they make a good credit risk. After viewing TM-VII-9 compose (write, tape, present orally) a one- to two-page report on the following statement: Today, you can purchase almost anything on credit and most business establishments are more than willing to have you buy on credit. Therefore, whenever you wish to purchase something and you do not have the ready cash, there is nothing wrong with buying on credit. (agree or disagree.) Keep in mind what you have learned from the transparencies in Activities 10 and 11.	
12.	You will view the transparencies indicated at the right. From this, discuss what credit bureaus know about you and how retail stores and credit bureaus function together	TM-VII-10 TM-VII-11
13.	Take the handout indicated at the right, "Studying an Installment Contract Form" and complete it.	H-VII-7
14.	You will view the transparency indicated at the right. From this, discuss what a $500 television set costs when it is purchased through credit.	TM-VII-12
15.	Complete the handout indicated at the right on "Calculating Interest Rates."	H-VII-8
16.	Compose (write, tape, present orally) a one- to two-page paper on the following topic: "Criteria for Using Credit." Your report should include (1) criteria for using credit, (2) list of things to look for in credit contracts, (3) factors to consider when shopping for credit.	
17.	Compose (write, tape, present orally) a one- to two-page paper on your credit obligations. You should investigate the consequences for failure to meet credit obligations. Make sure to list your sources of information.	
18.	Prepare yourself for discussing the handout indicated at the right.	H-VII-9
19.	What does it cost to live in New York or St. Louis? Is San Francisco a more expensive place in which to live than Hartford? After viewing transparency TM-VII-13, discuss why it costs more to live in certain cities.	TM-VII-13 TM-VII-14

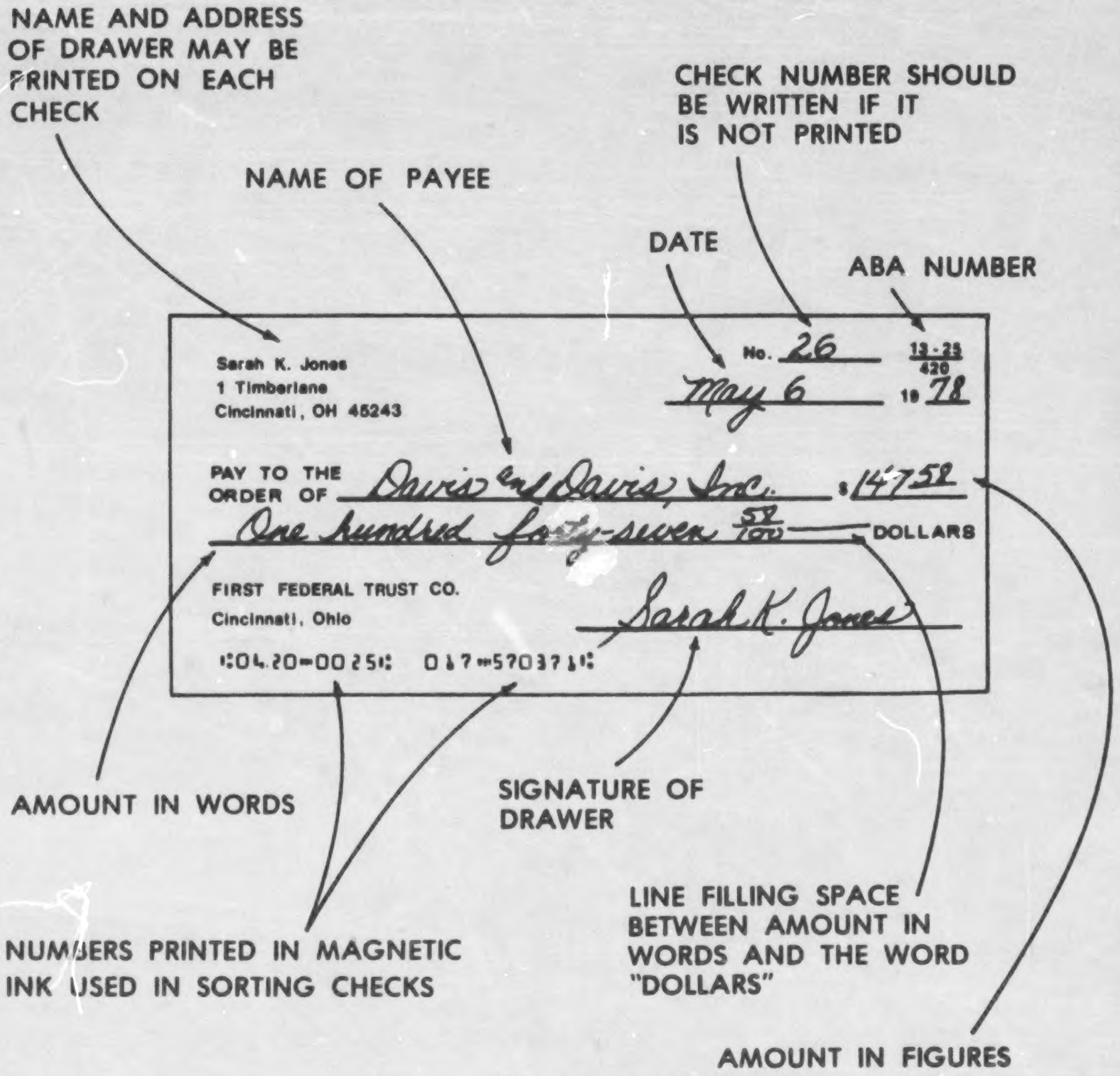
Related Materials

20. You will view the transparency indicated at the right concerning the cost of operating an automobile. It is obvious that automobile operating costs have increased dramatically in recent months. However, these 1976 figures provide the basis for an estimate. What are some factors to consider when purchasing an automobile? When purchasing your first automobile, should you purchase a new or used automobile? TM-VII-15

21. As indicated before, savings accounts are an important service banks offer. Visit two or three banks and compose (write, tape, present orally) a one- to two-page paper explaining how you can open a savings account in each of the banks and how much interest each bank pays.

22. You will view the transparency indicated at the right concerning taxes. Discuss what the current trend is on taxes. TM-VII-16

Important Parts of a Check


NAME AND ADDRESS OF DRAWER MAY BE PRINTED ON EACH CHECK
NAME OF PAYEE
CHECK NUMBER SHOULD BE WRITTEN IF IT IS NOT PRINTED
DATE
ABA NUMBER
AMOUNT IN WORDS
SIGNATURE OF DRAWER
LINE FILLING SPACE BETWEEN AMOUNT IN WORDS AND THE WORD "DOLLARS"
NUMBERS PRINTED IN MAGNETIC INK USED IN SORTING CHECKS
AMOUNT IN FIGURES

Sarah K. Jones
1 Timberlane
Cincinnati, OH 45243

No. 26 13-25/420

May 6 19 78

PAY TO THE ORDER OF Davis and Davis, Inc. $ 147 58

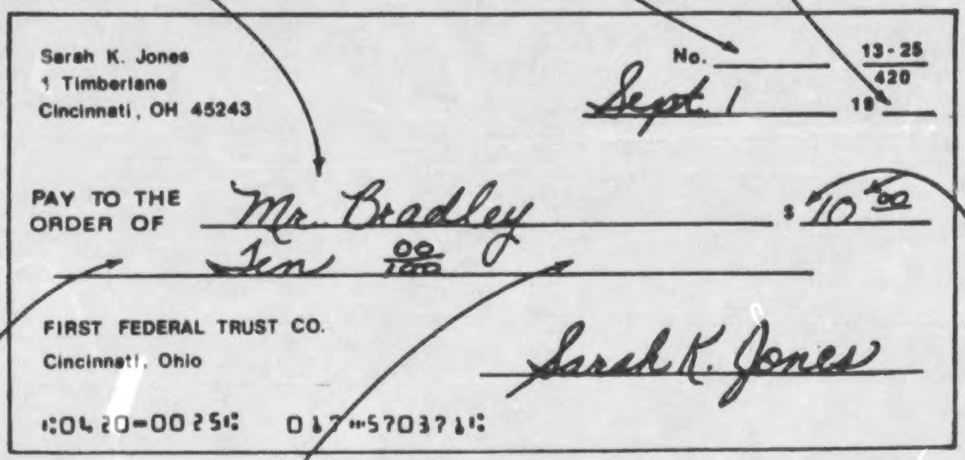
One hundred forty-seven 58/100 DOLLARS

FIRST FEDERAL TRUST CO.
Cincinnati, Ohio

Sarah K. Jones

⑆0420⑉0025⑆ 017⑈570371⑈

Some Errors to Avoid in Writing a Check



Sarah K. Jones
1 Timberlane
Cincinnati, OH 45243

No. ______ 13-25/420

Sept. 1 19__

PAY TO THE ORDER OF Mr. Bradley $10 00

Ten 00/100

FIRST FEDERAL TRUST CO.
Cincinnati, Ohio

Sarah K. Jones

⑆0420-0025⑆ 017⑈570371⑆

TITLE "MR." IS NOT NEEDED, BUT NAME SHOULD BE COMPLETE WITH GIVEN NAME OR INITIALS

YEAR OMITTED FROM DATE

CHECK NUMBER OMITTED

SHOULD BE NO BLANK SPACE BEFORE OR AFTER AMOUNT IN WORDS

SHOULD BE NO BLANK SPACE BEFORE OR AFTER AMOUNT IN FIGURES

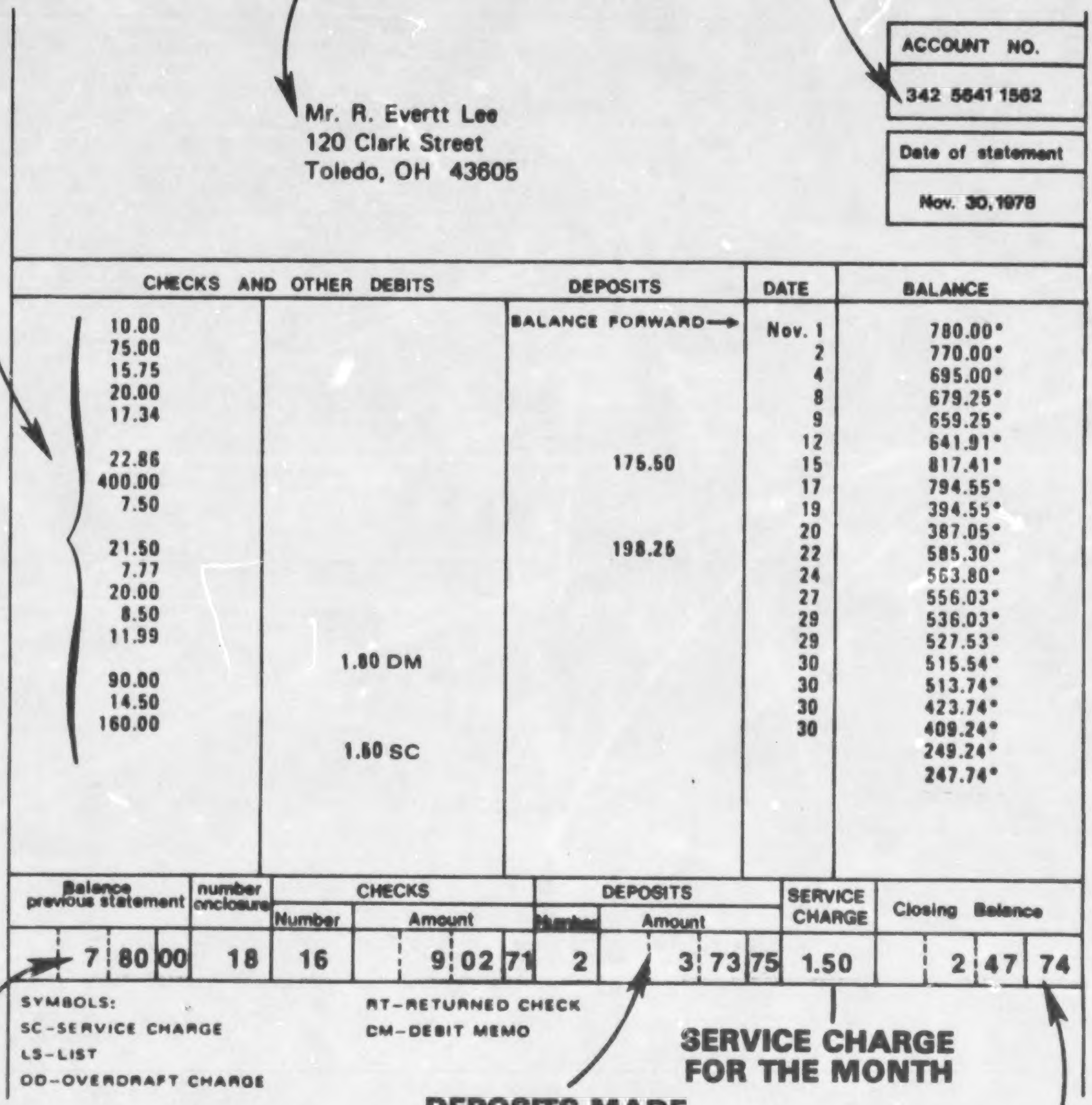
LINE SHOULD CONNECT AMOUNT IN WORDS AND WORD "DOLLARS"

A BANK STATEMENT

CHECKS PAID BY BANK DURING THE MONTH

NAME AND ADDRESS OF DEPOSITOR

ACCOUNT NUMBER



Mr. R. Evertt Lee
120 Clark Street
Toledo, OH 43605

ACCOUNT NO.
342 5641 1562

Date of statement
Nov. 30, 1976

CHECKS AND OTHER DEBITS		DEPOSITS	DATE	BALANCE
10.00		BALANCE FORWARD →	Nov. 1	780.00*
75.00			2	770.00*
15.75			4	695.00*
20.00			8	679.25*
17.34			9	659.25*
			12	641.91*
22.86		175.50	15	817.41*
400.00			17	794.55*
7.50			19	394.55*
			20	387.05*
21.50		198.25	22	585.30*
7.77			24	563.80*
20.00			27	556.03*
8.50			29	536.03*
11.99			29	527.53*
	1.80 DM		30	515.54*
90.00			30	513.74*
14.50			30	423.74*
160.00			30	409.24*
	1.50 SC			249.24*
				247.74*

Balance previous statement	number enclosure	CHECKS		DEPOSITS		SERVICE CHARGE	Closing Balance
		Number	Amount	Number	Amount		
7 80 00	18	16	9 02 71	2	3 73 75	1.50	2 47 74

SYMBOLS:
SC–SERVICE CHARGE
LS–LIST
OD–OVERDRAFT CHARGE
RT–RETURNED CHECK
DM–DEBIT MEMO

SERVICE CHARGE FOR THE MONTH

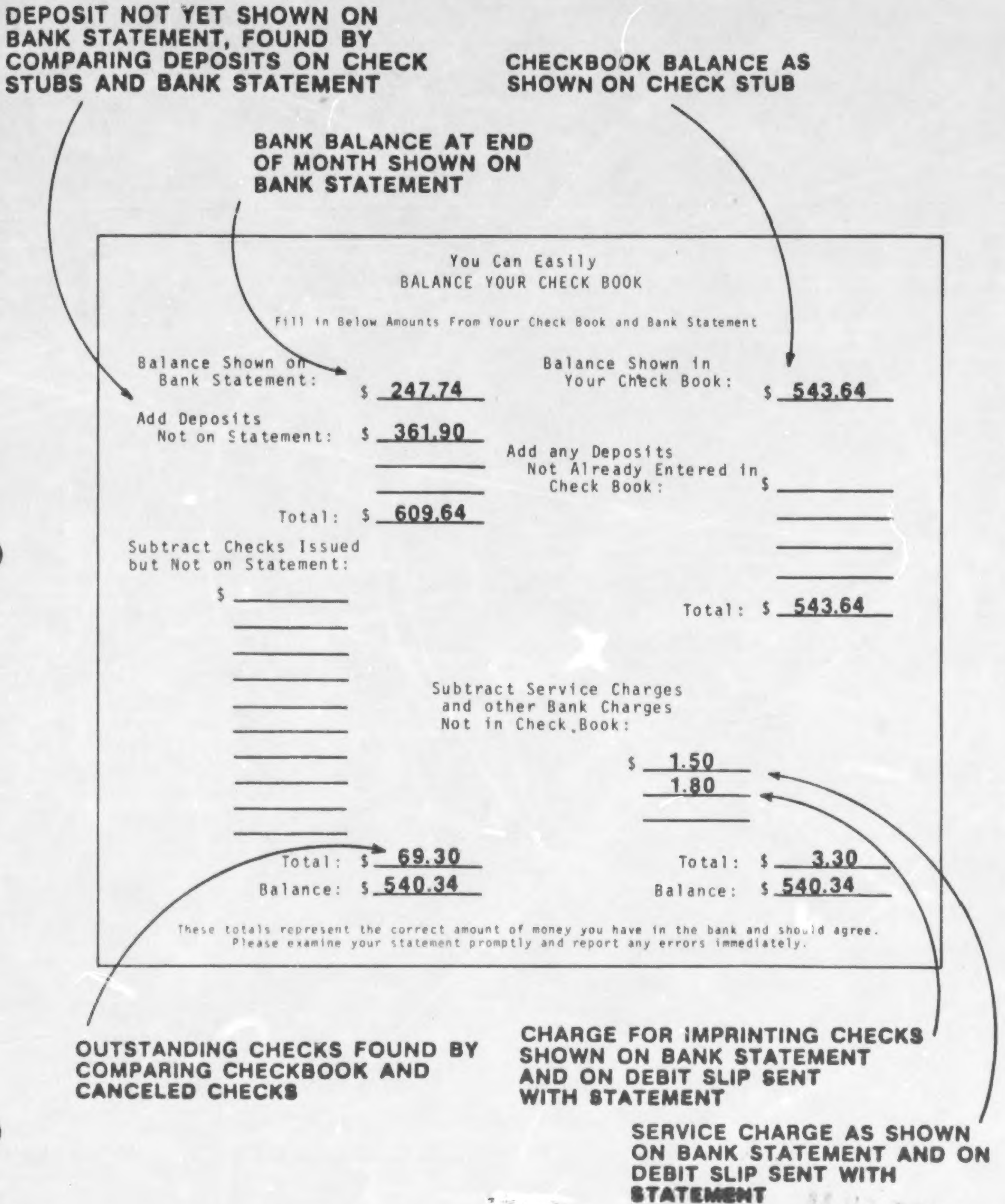
BALANCE AT BEGINNING OF MONTH

DEPOSITS MADE DURING MONTH

BALANCE AT END OF MONTH

TM VII-4

Sources of Information for a Bank Reconciliation



DEPOSIT NOT YET SHOWN ON BANK STATEMENT, FOUND BY COMPARING DEPOSITS ON CHECK STUBS AND BANK STATEMENT

CHECKBOOK BALANCE AS SHOWN ON CHECK STUB

BANK BALANCE AT END OF MONTH SHOWN ON BANK STATEMENT

You Can Easily
BALANCE YOUR CHECK BOOK

Fill in Below Amounts From Your Check Book and Bank Statement

Balance Shown on Bank Statement: $ 247.74

Add Deposits Not on Statement: $ 361.90

Total: $ 609.64

Subtract Checks Issued but Not on Statement: $

Total: $ 69.30

Balance: $ 540.34

Balance Shown in Your Check Book: $ 543.64

Add any Deposits Not Already Entered in Check Book: $

Total: $ 543.64

Subtract Service Charges and other Bank Charges Not in Check Book:

$ 1.50
1.80

Total: $ 3.30

Balance: $ 540.34

These totals represent the correct amount of money you have in the bank and should agree. Please examine your statement promptly and report any errors immediately.

OUTSTANDING CHECKS FOUND BY COMPARING CHECKBOOK AND CANCELED CHECKS

CHARGE FOR IMPRINTING CHECKS SHOWN ON BANK STATEMENT AND ON DEBIT SLIP SENT WITH STATEMENT

SERVICE CHARGE AS SHOWN ON BANK STATEMENT AND ON DEBIT SLIP SENT WITH STATEMENT

Deposit Ticket

DEPOSIT TICKET

BO'S RADIO AND TV SHOP
56 Terrace Avenue
Tulsa, OK

Date ____________ 19 ____

Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, OK 74105

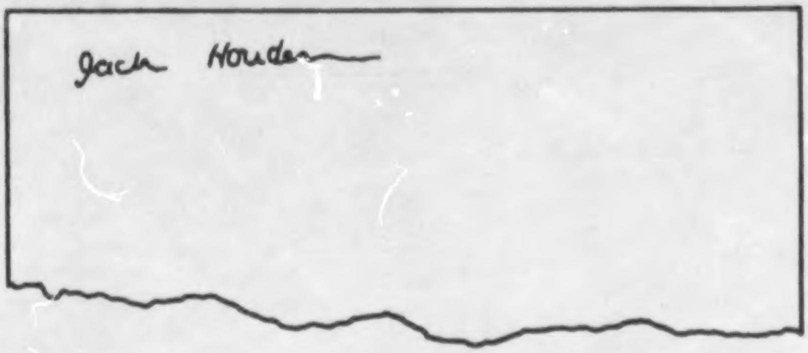
"018866"

CASH			
CHECKS Endorse And List Each Item			
LESS CASH			
TOTAL			

Checks and Other Items Are Received Subject To The Regulations of This Bank

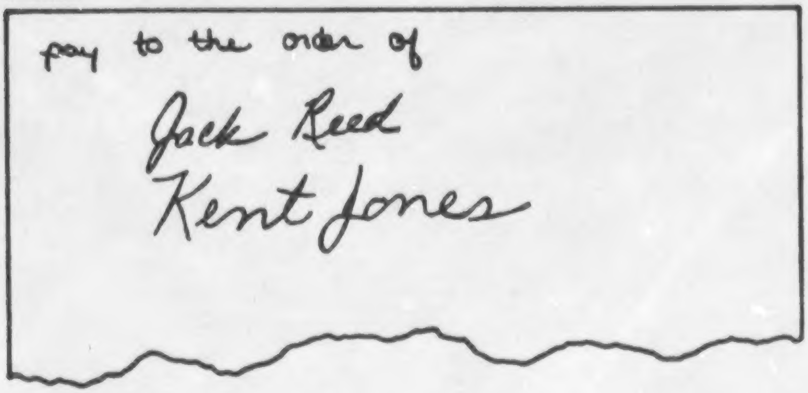
THREE COMMON ENDORSEMENTS

BLANK



Jack Houden

FULL

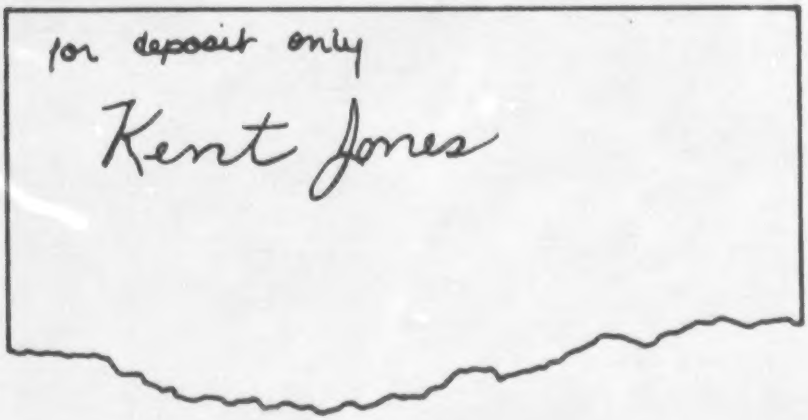


pay to the order of

Jack Reed

Kent Jones

RESTRICTIVE

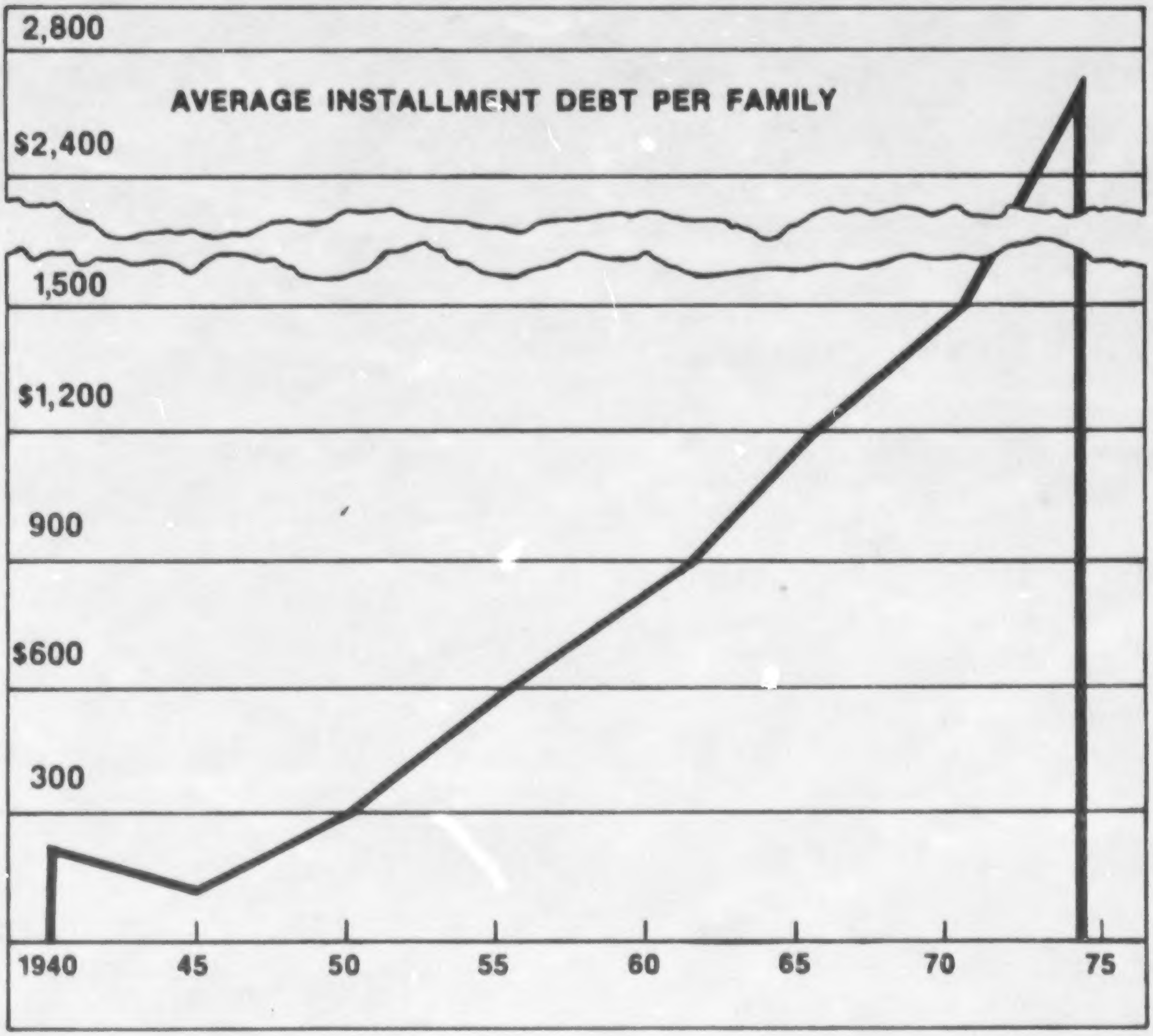


for deposit only

Kent Jones

Growth of Installment Buying

AMOUNTS OF MONEY OWED ON TIME PAYMENTS INCREASED OVER 1,000 PERCENT BETWEEN 1940 AND 1974. SUCH AN INCREASE REFLECTS A CREDIT REVOLUTION THAT HAS PRACTICALLY BECOME A PART OF "THE AMERICAN WAY." TODAY MILLIONS OF AMERICANS ENJOY GOODS AS THEY PAY FOR THEM. SUCH CREDIT WAS UNHEARD OF 50 OR 60 YEARS AGO.



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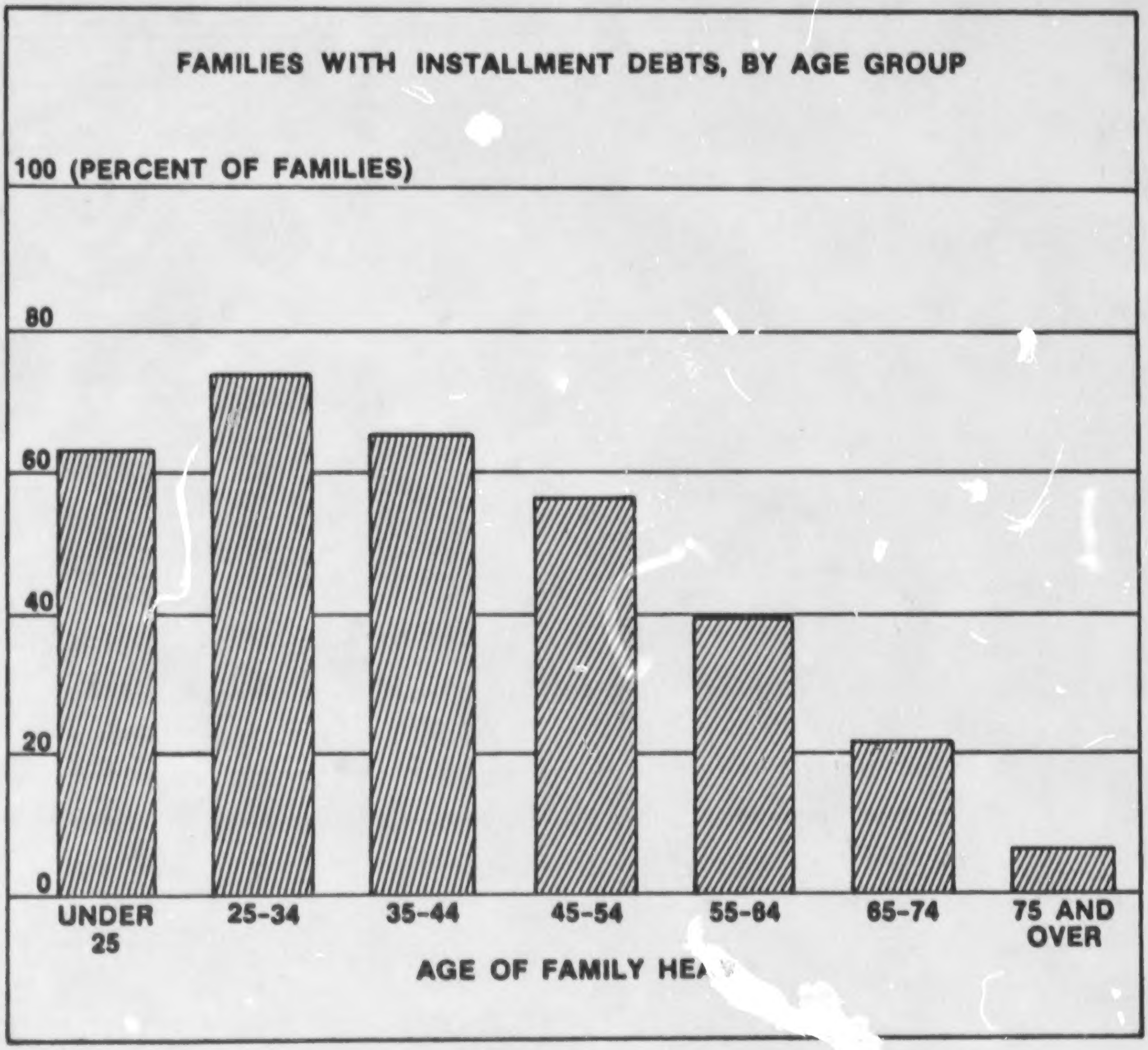
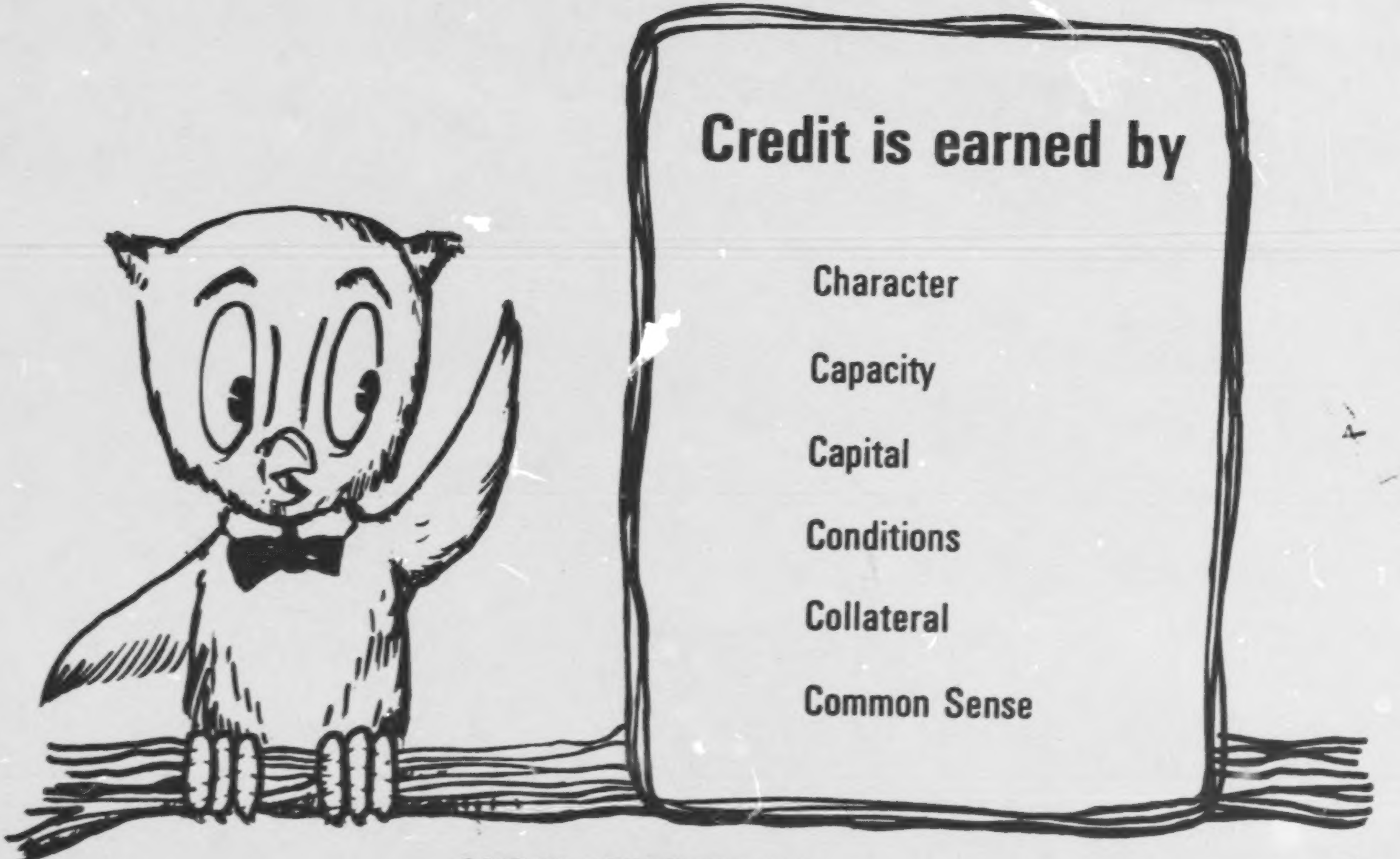
Age and Installment Buying

MAJOR EXPENSES SUCH AS BUYING A HOUSE AND RAISING CHILDREN USUALLY HIT HARDEST IN THE EARLIER YEARS OF MARRIAGE. AS A RESULT, MORE YOUNG FAMILIES THAN OLDER ONES BORROW MONEY EITHER THROUGH DIRECT LOAN OR THROUGH INSTALLMENT BUYING.





Credit is earned by

- Character
- Capacity
- Capital
- Conditions
- Collateral
- Common Sense

USE WISELY!

What Credit Bureaus Know about You

IDENTITY

YOUR PARENTS, YOUR AGE
HOW LONG AT PRESENT ADDRESS
NEIGHBORHOOD
HOW MANY DEPENDENTS
WHETHER YOU'RE "PERMANENT"

CHARACTER

WHAT OTHERS THINK OF YOUR MORALS
WHETHER YOU TEND TO OVERBUY
HOW STEADY YOUR WORK IS
WHETHER YOU INDULGE IN DRINK OR DRUGS

HISTORY

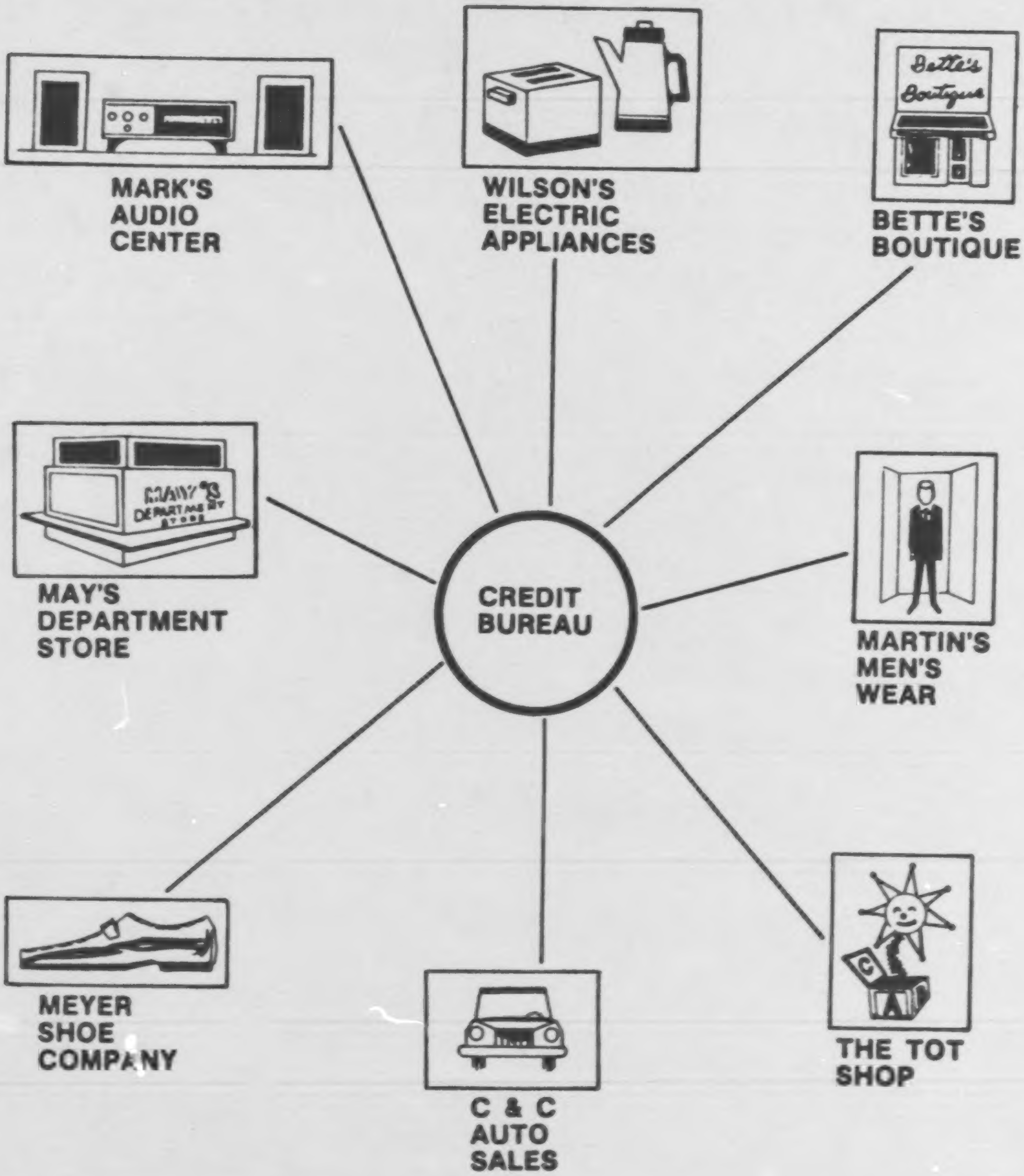
HOW OFTEN YOU HAVE MOVED
CREDIT RATINGS YOU'VE LEFT BEHIND
REPUTATION OF YOUR PLACE OF WORK

RESOURCES

AMOUNT }
SOURCES } OF YOUR INCOME
REGULARITY }
YOUR ESTIMATED WORTH
YOUR DEBTS
YOUR BANKER'S OPINION OF YOUR FINANCIAL STATE

Retail Stores and Credit Bureaus

RETAIL STORES OFTEN APPROVE OR REFUSE CREDIT AFTER CHECKING WITH THE LOCAL CREDIT BUREAU. THE APPLICANT'S CREDIT FILE IS ONLY A FAST PHONE CALL AWAY.


MARK'S AUDIO CENTER
WILSON'S ELECTRIC APPLIANCES
Bette's Boutique
BETTE'S BOUTIQUE
MAY'S DEPARTMENT STORE
MAY'S DEPARTMENT STORE
CREDIT BUREAU
MARTIN'S MEN'S WEAR
MEYER SHOE COMPANY
C & C AUTO SALES
THE TOT SHOP

A $500 T V's Actual Cost

HIGHER INTEREST RATES RAISE THE COST. . .

$567

ANNUAL INTEREST RATE: 12.59%

FINANCE CHARGE: $67

2-YEAR BANK LOAN

$598.56

ANNUAL INTEREST RATE: 18%

FINANCE CHARGE: $98.56

2-YEAR INSTALLMENT CONTRACT

$635

ANNUAL INTEREST RATE: 24.6%

FINANCE CHARGE: $135

2-YEAR CONSUMER FINANCE LOAN

AND TIME CAN COST MORE THAN INTEREST.

$567.66

ANNUAL INTEREST RATE: 24.6%

FINANCE CHARGE: $67.66

1 YEAR/HIGH INTEREST

$597.67

ANNUAL INTEREST RATE: 12%

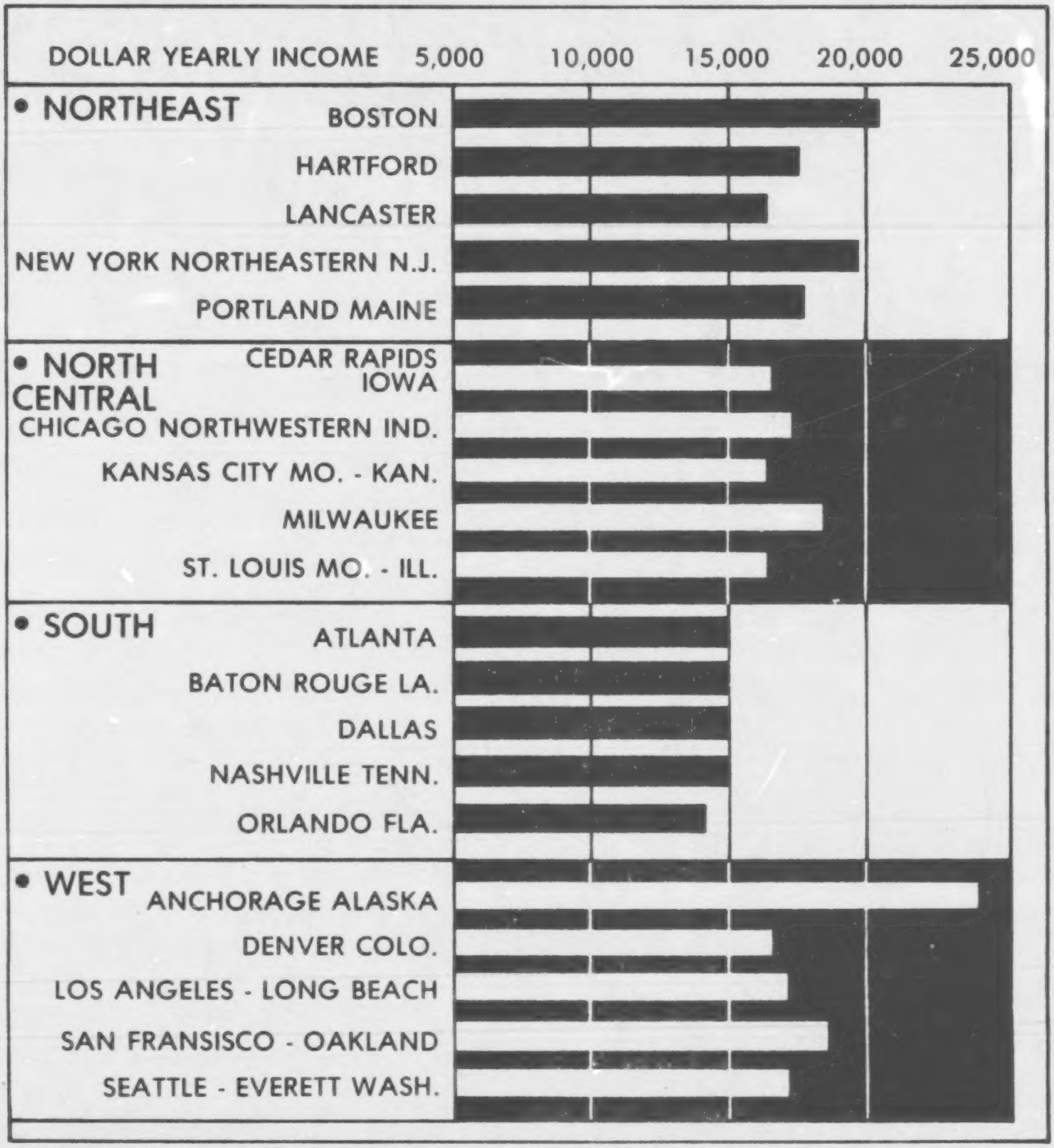
FINANCE CHARGE: $97.67

3 YEARS/LOW INTEREST

Time-Life Book of Family Finance

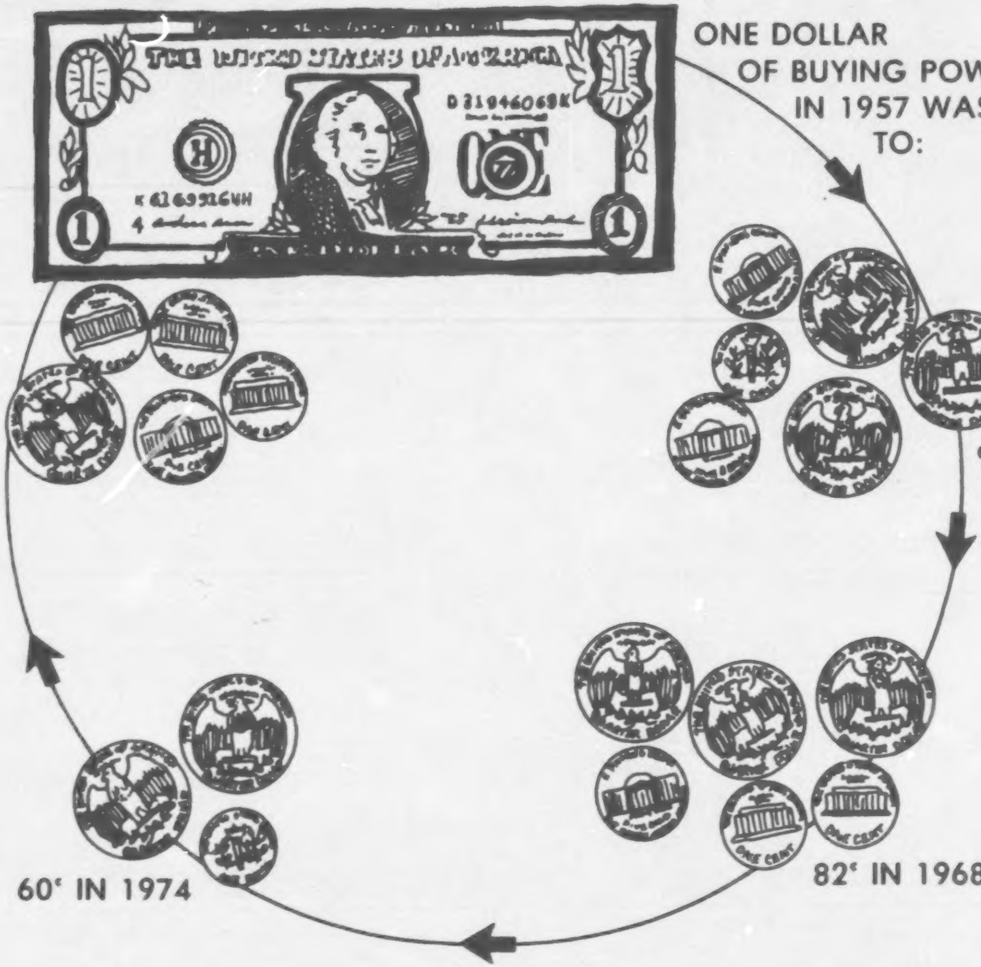
COST OF LIVING DIFFERENCES

COST OF LIVING IN THE UNITED STATES VARIES ACCORDING TO WHERE YOU LIVE AND HOW YOU LIVE. THE FOLLOWING CHART SHOWS THE APPROXIMATE NECESSARY YEARLY INCOME FOR A MODERATE STANDARD OF LIVING FOR A FAMILY OF FOUR IN THESE CITIES.



SOURCE: St. Louis Post-Dispatch Thursday April 27,1978 Labor Department

Reduced Buying Power of the Dollar, 1957 - 1974



ONE DOLLAR
OF BUYING POWER
IN 1957 WAS REDUCED
TO:

95¢ IN 1962

82¢ IN 1968

60¢ IN 1974

IF INFLATION
CONTINUES AT
THE SAME RATE,
THE 1957 DOLLAR
WILL BE WORTH
? 33¢ IN 1980

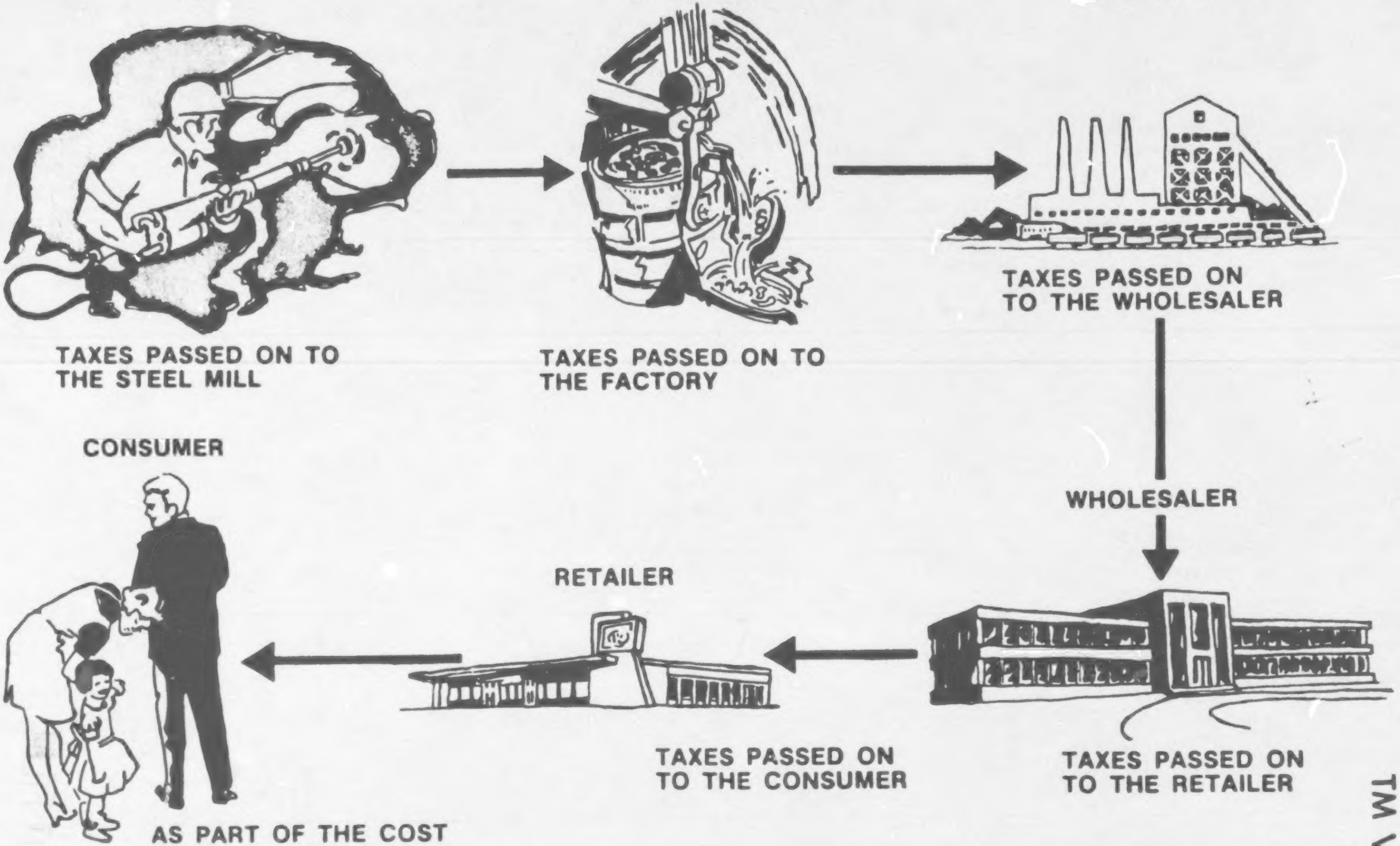
DRIVING COSTS - 1976 AUTOMOBILE
AVERAGED OVER TEN YEARS (100,000 miles)

	TOTAL COSTS*	COST PER MILE
STANDARD	$ 17,878.96	17.88 ¢
COMPACT	14,561.46	14.56
SUBCOMPACT	12,638.35	12.64

*Taxes and fees, depreciation, insurance, gas and maintenance

Source: "Cost of Owning and Operating an Automobile, 1976", U.S. Dept. of Transportation

Most Taxes are Paid by the Consumer



MINE

TAXES PASSED ON TO THE STEEL MILL

STEEL MILL

TAXES PASSED ON TO THE FACTORY

FACTORY

TAXES PASSED ON TO THE WHOLESALER

WHOLESALER

TAXES PASSED ON TO THE RETAILER

RETAILER

TAXES PASSED ON TO THE CONSUMER

CONSUMER

AS PART OF THE COST OF GOODS PURCHASED, THE CONSUMER PAYS ALL TAXES THAT HAVE BEEN PASSED ALONG

MONEY MANAGEMENT
UNIT VII

WORD ASSOCIATION

Association with key words can be used to discover individual and group attitudes about economic matters. Write down the first word that comes to mind in connection with any of the following terms. Follow up with group discussion to allow learners to express and exchange ideas.

(Note: Your teacher may want to select only ten or twelve terms at a time for discussion purposes.)

Values
Goals
Budget
Thrift
Needs
Wants
Price
Money
Stingy
Consumer
Services
Guarantee
Quality
Resources
Standard
Credit
Contract
Installment
Savings
Insurance
Business
Economy
Security
Profit
Spendthrift
Investment
Spending plan
Advertising
Durable goods
Buying guide
Social security
Credit rating

MONEY MANAGEMENT
UNIT VII

UNDERSTANDINGS AND ATTITUDES ABOUT MONEY

Statements requiring opinions can be an effective way to discover understandings and attitudes about money. They may also lead to stimulating discussions. Consider the following:

CHECK ONE:	Agree	Disagree	Undecided
1. Clearly defined goals contribute to wise spending.	___	___	___
2. A large income is essential to security and happiness.	___	___	___
3. Budget takes the fun out of spending.	___	___	___
4. A budget is a plan for use of money.	___	___	___
5. Needs and wants are the same thing.	___	___	___
6. Families with high incomes do not need to manage money.	___	___	___
7. Parents should tell children how to spend their money.	___	___	___
8. Family members should decide together how income will be used.	___	___	___
9. High price means top quality.	___	___	___
10. Advertising is an important source of buying information.	___	___	___
11. Impulse buying is a good way to get the goods and services you really want.	___	___	___
12. A sound credit rating is a valuable financial asset.	___	___	___
13. Credit can help families raise their level of living.	___	___	___
14. Teenagers should have their own charge accounts.	___	___	___

H-VII-2 continued

CHECK ONE:	Agree	Disagree	Undecided
15. Investing in the stock market is the best way to provide financial security.	___	___	___
16. You pay indirectly for trading stamps.	___	___	___
17. Government services are free.	___	___	___
18. Our system of mass production offers advantages to individuals and families.	___	___	___
19. The government protects consumer rights.	___	___	___
20. Consumers play only a minor part in the success or failure of our economy.	___	___	___

MONEY MANAGEMENT
UNIT VII

APTITUDE TEST FOR MANAGING MONEY

The following questions can be used to test aptitude for managing money.

Check the response that is most nearly correct for each question below.

		Yes	No	Sometimes
1.	Do you write down your goals?	___	___	___
2.	Do you know how your values and goals influence spending?	___	___	___
3.	Do you keep a record of your spending to learn more about your actual spending habits?	___	___	___
4.	Do you have a savings fund?	___	___	___
5.	Can you list some of the goals you hope to reach within the next year?	___	___	___
6.	Do you balance spending with income?	___	___	___
7.	Can you adjust your spending plan to meet unexpected situations?	___	___	___
8.	Do you keep the items you own in good condition?	___	___	___
9.	Do you and your family work together in planning the use of family income?	___	___	___
10.	Do you know approximately how much your family spends on you each year?	___	___	___
11.	Do you recognize the needs of others in your family?	___	___	___
12.	Do you use a shopping list to guide spending and avoid "impulse buying?"	___	___	___
13.	Do you know where to find information on goods and services?	___	___	___
14.	Do you read labels, tags and seals attached to products and keep them handy for reference?	___	___	___

H-VII-3 continued

	Yes	No	Sometimes
15. Do you know when a bargain is a bargain for you?	___	___	___
16. Do you compare prices and quality of different items before you buy?	___	___	___
17. Do you consider wise use of time and energy as well as money when you shop?	___	___	___
18. Is your shopping manner courteous and businesslike?	___	___	___
19. Do you find out the cost of credit before you use it?	___	___	___
20. Do you know what responsibilities you assume in using consumer credit?	___	___	___
21. Do you pay bills promptly?	___	___	___
22. Do you ever read the financial sections in newspapers?	___	___	___
23. Do you know how tax money is used?	___	___	___
24. Do you know how consumer decisions affect business and the economy?	___	___	___
25. Do you know your consumer rights and responsibilities?	___	___	___

MONEY MANAGEMENT
UNIT VII

FORCED CHOICE VALUES TEST[1]

Directions: Circle the number preceding one of the two choices in each category. You *must* choose one number in each pair of items.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have other people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others.
10--to have things neat, orderly and organized.

2--to have influence with people.
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4--to do things for my family and others.
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12--to do things well.

Directions for scoring the *Forced Choice Values Test* are found on the next page. Read the directions and score your responses.

---

[1] Taken from *Teaching Topics* from Institute of Life Insurance and Health Insurance Institute, Vol. 19, No. 2, Spring, 1970, pp. 7-8, 11. Adapted by *Teaching Topics* from a test developed by Mrs. Doris Dyer for use in a M.A. Thesis, Department of Home Management and Child Development, Michigan State University, East Lansing, Michigan, 1962.

DIRECTIONS FOR SCORING VALUES TEST

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 below. Do this for each of the items through #12.

2. Rank the items in the column to the right by assigning #1 to the item that you circled the most times, #2 to the item circled the second highest number of times, etc. In case of a tie, give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on #3, assign two #3's, which take up the 3 and 4 spot making 5 the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "orderliness."

Be sure to check with the teacher if you have any questions on scoring or ranking.

No. of times Circled	Key			Rank
_______	Security	1.	To be reasonably sure about the future for myself and my family.	____
_______	Influence	2.	To have an effect upon people.	____
_______	Recognition	3.	To have people think well of me.	____
_______	Helpfulness	4.	To do things for my family and others.	____
_______	Freedom	5.	To have as much independence as possible to do the things I want to do.	____
_______	New Experience	6.	To do new and different things often.	____
_______	Friendliness	7.	To have friends.	____
_______	Family life	8.	To arrange for a family atmosphere that makes for satisfying family living.	____
_______	Religion	9.	To do what is right according to my beliefs.	____
_______	Orderliness	10.	To have things neat, orderly and organized.	____
_______	Wealth	11.	To have as many good things as possible.	____
_______	Workmanship	12.	To do things well.	____

MONEY MANAGEMENT
UNIT VII

PLANNING YOUR BUDGET

Use the following steps as a guide to plan and budget your income and expenses based on your goals.

STEP 1: KNOW YOUR INCOME

a. Under "income from" write down where you get your money.

b. Under "amount" write down how much you get from each place.

c. "Add" all money received and write down after "Total."

1st WEEK

Income from	AMOUNT
______________________________	$______
______________________________	______
TOTAL	$______

2nd WEEK

Income from	AMOUNT
______________________________	$______
______________________________	______
TOTAL	$______

3rd WEEK

Income from	AMOUNT
______________________________	$______
______________________________	______
TOTAL	$______

4th WEEK

Income from	AMOUNT
______________________________	$______
______________________________	______
	TOTAL $______

STEP 2: KNOW YOUR EXPENSES

a. Some expenses, such as food and carfare, come everyday and every week.

b. Expenses such as rent, gas and water come only once a month.

(Note: Be sure to include rent, food, carfare, clothes, cleaning, car wash, church, savings, etc.)

LIST YOUR EXPENSES

Everything you must buy and/or pay for this month. ____________

____

____

____

____

____

____

____

What it might cost. ______________________________

____

____

When it must be paid. ______________________________

____

____

STEP 3: SET UP YOUR SPENDING PLAN

a. After "income" write the total amount you get each week as you figured in Step 1.

b. Under "expenses" write the items you will pay for each week as in Step 2.

c. Under "amount planned" write the amount you plan to spend for each item.

d. Under "amount spent" write the amount you did spend for each item.

1st WEEK

Income you will get $_____

Expenses	Amount Planned	Amount Spent
	$______	$______
TOTAL	$______	$______

2nd WEEK

Income you will get $_____

Expenses	Amount Planned	Amount Spent
	$______	$______
TOTAL	$______	$______

3rd WEEK

Income you will get $_____

Expenses	Amount Planned	Amount Spent
	$______	$______
TOTAL	$______	$______

4th WEEK

Income you will get $_____

Expenses	Amount Planned	Amount Spent
	$______	$______
TOTAL	$______	$______

At the end of the first week, did the "amount planned" match the "amount spent"?

If it did, you are on your way to managing your money.

Complete the second, third and fourth weeks--you may have to change your plan.

MONEY MANAGEMENT
UNIT VII

WRITING CHECKS AND MAKING DEPOSITS

Write checks and make out deposit slips for your company, Bo's Radio and TV Shop, in the situations below. Be sure to include all necessary information. Start with a checkbook balance of $1,862.83. Your first check number will be No. 15.

(Note: Use the blank checks and deposit slips provided in this unit.)

Oct. 1, 19--	Write check to Moyers Wholesale Company for $25.60 for radio parts.
Oct. 6	Pay Anderson and Company for cable wire, $14.65.
Oct. 6	Make deposit of silver, $15.75; currency, $36; one check made on First City Bank for $62.50, and another on Boulder Bank and Trust Company for $118.50.
Oct. 11	Pay Ned's Radio Shop for radio tubes, $60.50.
Oct. 11	Pay E. C. Brown Realty Company $150 for October rent.
Oct. 18	Pay City Light and Power Company for electricity for September, $18.75.
Oct. 20	Make deposit of currency, $156; silver, $18.75; and check on Boulder Bank and Trust Company for $285.
Oct. 27	Pay Chamber of Commerce dues, $35.
Oct. 30	Pay Tulsa Paper Company for paper, $23.50.
Oct. 30	Pay Alexander Sign Company for advertising materials, $25.
Oct. 30	Make deposit of currency, $130; silver, $50.65.

RECONCILE A BANK STATEMENT

Below is a sample bank statement covering the transactions you have just completed. Reconcile the bank balance with the bank statement on the form at the bottom of the page.

BANK STATEMENT In Account With

BO'S RADIO AND TV SHOP
56 Terrace Avenue
Tulsa, Oklahoma 74105

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74105

FIRST NATIONAL BANK
Wilmette, Illinois

ACCOUNT NO.	Date of Statement
	10-1-78

CHECKS AND OTHER DEBITS		DEPOSITS	DATE	BALANCE
		Balance Forward →		$1862.83
$ 14.65-			10-5	$1848.18
	$232.75+		10-6	2080.93
60.50- 25.60-			10-18	1994.83
150.00-			10-19	1844.83
18.75-	459.75+		10-20	2285.83
35.00-			10-26	2250.83
23.50-	180.65+		10-30	2407.98
2.50 SC			10-31	2405.48

PLEASE EXAMINE AT ONCE. IF NO ERROR IS REPORTED IN TEN DAYS, THE ACCOUNT WILL BE CONSIDERED CORRECT.

KEY
EC ERROR CORRECTED
OD OVERDRAFT
SC SERVICE CHARGE

CHECKBOOK BALANCE	BANK STATEMENT BALANCE

no. ________

BOULDER BANK
and Trust Company Tulsa, Ok. ________________ 19 ______ 86-1263/1062

pay to the order of ____ $ ________

____ dollars

for ________________________ ________________________

⑆1062⑉1263⑆

---

no. ________

BOULDER BANK
and Trust Company Tulsa, Ok. ________________ 19 ______ 86-1263/1062

pay to the order of ____ $ ________

____ dollars

for ________________________ ________________________

⑆1062⑉1263⑆

---

no. ________

BOULDER BANK
and Trust Company Tulsa, Ok. ________________ 19 ______ 86-1263/1062

pay to the order of ____ $ ________

____ dollars

for ________________________ ________________________

⑆1062⑉1263⑆

---

no. ________

BOULDER BANK
and Trust Company Tulsa, Ok. ________________ 19 ______ 86-1263/1062

pay to the order of ____ $ ________

____ dollars

for ________________________ ________________________

⑆1062⑉1263⑆

BOULDER BANK
and Trust Company Tulsa, Ok. ____________ 19 ____ $\frac{86\text{-}1263}{1062}$

no. ________

pay to the order of ______________________ $ ________

______________________________ dollars

for ______________ ______________

⑆1062⑉1263⑆

BOULDER BANK
and Trust Company Tulsa, Ok. ____________ 19 ____ $\frac{86\text{-}1263}{1062}$

no. ________

pay to the order of ______________________ $ ________

______________________________ dollars

for ______________ ______________

⑆1062⑉1263⑆

BOULDER BANK
and Trust Company Tulsa, Ok. ____________ 19 ____ $\frac{86\text{-}1263}{1062}$

no. ________

pay to the order of ______________________ $ ________

______________________________ dollars

for ______________ ______________

⑆1062⑉1263⑆

DEPOSIT TICKET

BO'S RADIO AND TV SHOP
56 Terrace Avenue
Tulsa, Oklahoma 74105

Date ____________ 19 ____
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS Endorse And List Each Item			
LESS CASH			
TOTAL			

Checks and Other Items Are Received
Subject To The Regulations of This Bank

DEPOSIT TICKET

BO'S RADIO AND TV SHOP
56 Terrace Avenue
Tulsa, Oklahoma 74105

Date ____________ 19 ____
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS Endorse And List Each Item			
LESS CASH			
TOTAL			

Checks and Other Items Are Received
Subject To The Regulations of This Bank

DEPOSIT TICKET

BO'S RADIO AND TV SHOP
56 Terrace Avenue
Tulsa, Oklahoma 74105

Date ____________ 19 ____
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS Endorse And List Each Item			
LESS CASH			
TOTAL			

Checks and Other Items Are Received
Subject To The Regulations of This Bank

STUDYING AN INSTALLMENT CONTRACT FORM

The 1968 Truth-in-Lending Act requires the seller to make disclosures on the installment contract which the customer signs. Study the illustration below; then supply the information for the following questions which are based on the disclosures required by Truth-in-Lending.

1. What is the amount of credit. . . . . ____________
2. What is the amount of the official fee (FF)?. . ____________
3. How much is the finance charge? . . . . ____________
4. What is the total dollar amount of payments to be made?. . . . . ____________
5. What is the annual percentage rate? . . . . . . ____________
6. What are the number and frequency of payments?. ____________
   What is the payment amount? . . . . ____________
7. Is a charge made for credit life or disability insurance? . . . . ____________
   What is the charge? . . . . ____________
   Is the credit life insurance required?. . . . ____________
8. What security is offered for the loan? . . . . ____________
9. When is the first payment due? . . . . ____________
   When will the loan be paid off? . . . . ____________

CREDIT COST DISCLOSURE AS REQUIRED BY FEDERAL LAW

1. Amount of Credit	$4,500.00	4. FINANCE CHARGE (Composed of)	
2. Other Charges (Itemized)		A. Interest or Credit Cost	$ 881.53
Official Fees	$ 2.00	B. Service Charge	$ .00
Credit Life	$ 129.54	C.	$
Credit Disability	$ 217.77	4. TOTAL FINANCE CHARGE	$ 881.53
		5. Total of Payments	$5,730.84
3. Amount Financed (1 & 2)	$4,849.31	6. ANNUAL PERCENTAGE RATE	11.08 %

36 installments of $ 159.19 monthly beginning July 1 1978

The number of payments hereunder, the amount of each payment, the due date of first and all subsequent payments, and the frequency of payments are disclosed elsewhere on this document within the body of the promissory note and security agreement. The description of the property to which a security interest is granted and claimed, the fact that afteracquired property is also liened and that future advances and other indebtedness to the secured party are likewise secured by the security interest in said property is disclosed within this document in the security agreement. Prepayment of the obligation entitles refund of the unearned FINANCE CHARGE computed by Rule of 78s. If any installment is not paid within ten days after it is due, a late payment charge of FIVE % of the unpaid installment or FIVE DOLLARS, whichever is less, will be due and payable to the holder hereof.

INSURANCE

PROPERTY INSURANCE, if written in connection with this extension of credit, may be obtained through any proper agent or company of choice by borrower, but if borrower desires such coverage to be obtained through or paid by creditor; the cost will be $__________ for the term of the credit, subject only to rate increases granted by state officials, and such charge will be added to the cost of the credit.

CREDIT LIFE AND DISABILITY INSURANCE, is not required to obtain this extension of credit. If borrower desires such coverage the costs as set out below will be added to the cost of the credit.

1. The cost for Credit Life Insurance alone will be $__________ for the term of the loan.
2. The cost for Credit Life and Disability Insurance will be $ 347.31 for the term of the credit.

I desire Credit Life and Disability Insurance __________ date __________ signed

I desire property insurance __________ date __________ signed

I desire Credit Life Insurance __________ date __________ signed

I desire NO Insurance __________ date __________ signed

MONEY MANAGEMENT
UNIT VII

CALCULATING INTEREST RATES

1. Calculate the cost of borrowing on a single-payment loan in the following problems:

    a. $300 at 8% interest for 20 months

    b. $100 at 9% interest for 6 months

    c. $500 at 10% interest for 20 months

2. Calculate the cost of borrowing on installment loan in the following problems:

    a. $300 to be paid back at $19.24 per month for 20 months

    b. $100 to be paid back at $18.15 per month for 6 months

    c. $500 to be paid back at $30.92 per month for 20 months

304

MONEY MANAGEMENT
UNIT VII

DEBTS, DEBTS, DEBTS

I. SITUATION

Barbara Smith attended high school, graduated with top honors and was given a high paying job in the accounting department of a prominent business firm. She is very good at her work but has gone in debt for a new car, wardrobe, etc. Lately, the boss has been receiving letters from crediting agencies inquiring about Barbara's ability to pay and threatening garnishment.

II. QUESTIONS

A. Will Barbara's inability to handle her own financial affairs affect her work?

B. Should the boss discuss this matter with Barbara?

C. Should the boss dismiss her at the first opportunity even though she is a good worker?

CASE PROBLEM - TEACHER SUGGESTIONS

DEBTS, DEBTS, DEBTS (H-VII-9)

A. Barbara's financial difficulties may be affecting her work.

B. Barbara's boss should talk with her to try to straighten out her financial difficulties.

C. No.

Name ______________________________

MONEY MANAGEMENT
UNIT VII

EVALUATION

1. Identify at least four of the factors which determine values and goals.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. Discuss how those values and goals may determine your life-style.

   ____

   ____

   ____

   ____

   ____

   ____

3. List four advantages of budgeting.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

4. State the three basic steps involved in budgeting.

   a. ______________________________

   b. ______________________________

   c. ______________________________

5. Write a sample for each of the following types of endorsements.

   a. Blank ______________________________

   b. Full ______________________________

   c. Restrictive __________________________

6. Complete the bank reconciliation problem on the following pages:

During May of the current year, Richard Blaine completed the transactions given below and on the following pages:

Write the check stubs, the checks, and the deposit tickets for the transactions.

May 1—The balance was $494.20.

1—Gave Check #143 for $51.33 to the Avon Furniture Store for furniture.

1—Gave Check #144 for $31.40 to Dr. R. F. Alf for dental work.

19	DESCRIPTION – CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	
				SUBTRACT CHECKS −	
				ADD DEPOSITS +	
				NEW BALANCE	

Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. ________ 70-1871/711

________________ 19____

PAY TO THE ORDER OF ______________________________ $________

____ DOLLARS

FIRST NATIONAL BANK

Wilmette, Illinois

____

⑆0711⑈1871⑆ 168⑈03265⑈

309

Richard Blaine
2671 Elm Street
Wilmette, IL 60091

No.________ 70-1671/711

______________________ 19___

PAY TO THE ORDER OF ______________________________________ $__________

____ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

May 4—Deposited cash, $85.40; a check on the Farmers State Bank, Wichita, Kansas, 40-8, $42.97.
5—Gave Check #145 for $15 to J. A. Glenheimer, Treasurer, for club dues.
8—Gave Check #146 for $29.31 to Chan's Specialty Food Shop for groceries.

CHECKING ACCOUNT DEPOSIT TICKET

NAME______________________________

DATE______________________ 19____

____

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK
Wilmette, Illinois

CASH			
CHECKS			
ENDORSE			
AND			
LIST			
EACH			
ITEM			
LESS CASH			
TOTAL			

Account Number: 168-03265⑈

Richard Blaine
2671 Elm Street
Wilmette, IL 60091

No.________ 70-1671/711

______________________ 19___

PAY TO THE ORDER OF ______________________________________ $__________

____ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No.________ **70-1671/711**

________________ **19**___

PAY TO THE ORDER OF ______________________________ **$**________

____ **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

May 11—Gave Check # 147 for $7.50 to Meadowbrook Farms for dairy products.
12—Deposited cash, $99.30; a check on the First City Bank, Chicago, 2-53, $26.80.
19—Gave Check #148 for $30 to the United Appeal.

Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No.________ **70-1671/711**

________________ **19**___

PAY TO THE ORDER OF ______________________________ **$**________

____ **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

CHECKING ACCOUNT DEPOSIT TICKET

NAME________________________

DATE____________________ **19**____

____

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK
Wilmette, Illinois

CASH			
CHECKS			
ENDORSE			
AND			
LIST			
EACH			
ITEM			
LESS CASH			
TOTAL			

Account Number 168-03265⑈

Richard Blaine
2871 Elm Street
Wilmette, IL 60091

No.________ 70-1671/711

________________ 19__

PAY TO THE
ORDER OF ____________________________ $________

____________________________________ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

May 22—Gave Check #149 for $49.78 to Hawkins Hardware Store for electrical fixtures.
26—Gave Check #150 for $12.48 to K and K Garage for repairs on his car.

Richard Blaine
2871 Elm Street
Wilmette, IL 60091

No.________ 70-1671/711

________________ 19__

PAY TO THE
ORDER OF ____________________________ $________

____________________________________ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

Richard Blaine
2871 Elm Street
Wilmette, IL 60091

No.________ 70-1671/711

________________ 19__

PAY TO THE
ORDER OF ____________________________ $________

____________________________________ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

____

⑆0711-1671⑆ 168-03265⑈

IML-UMC

The bank statement that Mr. Blaine received at the end of the month showed a balance of $563.52. A service charge of 83¢ for the month was included on the statement. Checks #148 and #150 were outstanding. Reconcile the check-stub balance with the bank-statement balance.

You Can Easily
BALANCE YOUR CHECK BOOK

Fill in Below Amounts From Your Check Book and Bank Statement

Balance Shown on Bank Statement: $ ________

Add Deposits Not on Statement: $ ________
____
____

Total: $ ________

Subtract Checks Issued but Not on Statement:
$ ________
____
____
____
____
____
____
____
____
____

Total: $ ________
Balance: $ ________

Balance Shown in Your Check Book: $ ________

Add any Deposits Not Already Entered in Check Book: $ ________
____
____
____

Total: $ ________

Subtract Service Charges and other Bank Charges Not in Check Book:
$ ________
____
____

Total: $ ________
Balance: $ ________

These totals represent the correct amount of money you have in the bank and should agree.
Please examine your statement promptly and report any errors immediately.

MONEY MANAGEMENT
UNIT VII

ANSWERS FOR EVALUATION

1. Identify at least four of the factors which determine values and goals. (Select from the following, as well as others.)
    a. Place of residence
    b. Parents' occupations
    c. Family values
    d. Religious affiliation
    e. Personal interests
    f. Peer values

2. Discuss how those values and goals may determine your lifestyle.

    The same things which were valued by your parents are likely to become important to you. They will also affect the career you select, the area in which you will live, the people you select as friends and the activities you will choose for your leisure time.

3. List four advantages of budgeting. (Select from among these five.)
    a. Helps to establish goals
    b. Helps one to live on the money earned
    c. Helps to eliminate wasteful habits of spending money
    d. Helps to achieve long-range planning
    e. Gives valuable experience and develops competency in money management

4. State the three basic steps involved in budgeting.
    a. Estimating income
    b. Planning expenses
    c. Putting plan into action

5. Write a sample for each of the following types of endorsements.

   a. Blank--John Ford

   b. Full--Pay to the order of Adam Brown
   Sam Beryon

   c. Restrictive--For deposit only
   Wilson Jones

6. Complete the bank reconciliation problem on the following pages.

   Bank reconciliation answers on the following pages.

During May of the current year, Richard Blaine completed the transactions ven below and on the following pages:

Write the check stubs, the checks, and the deposit tickets for the transactions.

May 1- The balance was $494.20
1- Gave Check #143 for $51.33 to the Avon Furniture store for furniture.
1- Gave Check #144 for $31.40 to Dr. R. F. Alf for dental work.

19	DESCRIPTION – CHECKS OR DEPOSITS	√	DEDUCT ANY FEE	BALANCE FORWARD	494	20
143	Avon Furniture Store			SUBTRACT CHECKS − ADD DEPOSITS +	51	33
May 1	– furniture			NEW BALANCE	442	87
144	Dr. R.F. Alf			SUBTRACT CHECKS − ADD DEPOSITS +	31	40
May 1	– dental work			NEW BALANCE	411	47
—	Deposit			SUBTRACT CHECKS − ADD DEPOSITS +	128	37
May 4				NEW BALANCE	539	84
145	J. A. Glenhumer			SUBTRACT CHECKS − ADD DEPOSITS +	15	00
May 5	treasurer – Club dues			NEW BALANCE	524	84
146	Chan's Specialty Food Shop			SUBTRACT CHECKS − ADD DEPOSITS +	29	31
May 8	groceries			NEW BALANCE	495	53
147	Meadowbrook Farms			SUBTRACT CHECKS − ADD DEPOSITS +	7	50
May 11	dairy products			NEW BALANCE	488	03
—	Deposit			SUBTRACT CHECKS − ADD DEPOSITS +	126	10
May 12				NEW BALANCE	614	13
148	United Appeal			SUBTRACT CHECKS − ADD DEPOSITS +	30	00
May 19				NEW BALANCE	584	13
149	Hawkins Hardware Store			SUBTRACT CHECKS − ADD DEPOSITS +	49	78
May 22	electrical fixtures			NEW BALANCE	534	35
150	K and K Garage			SUBTRACT CHECKS − ADD DEPOSITS +	12	48
May 26	repair on car			NEW BALANCE	521	87

Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 143 70-1671/711

May 1 19 --

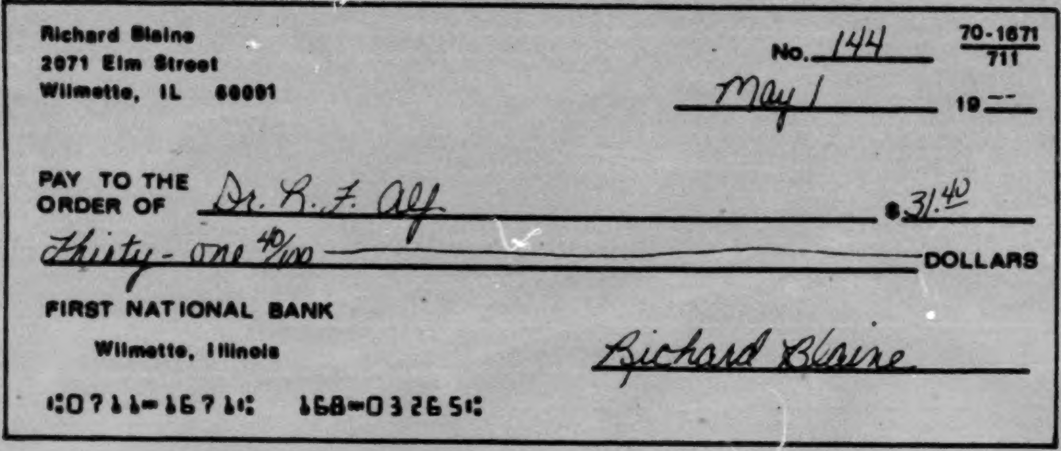
PAY TO THE ORDER OF Avon Furniture Store $ 51.33

Fifty-one 33/100 DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

⑆0711⑉1671⑆ 168⑉03265⑈



Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 144 70-1671/711

May 1 19--

PAY TO THE ORDER OF Dr. R. F. Alf $31.40

Thirty-one 40/100 DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

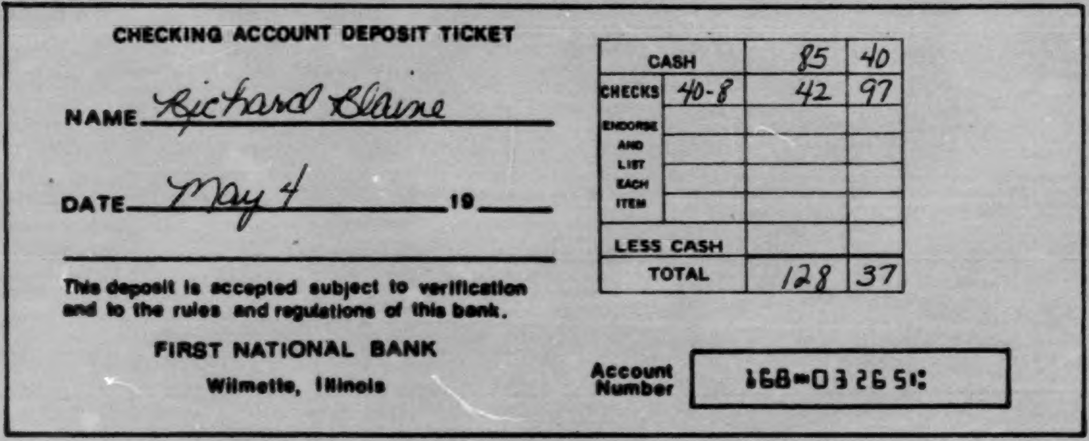
Richard Blaine

⑆0711⑈1671⑆ 168⑈03265⑆

May 4—Deposited cash, $85.40; a check on the Farmers State Bank, Wichita, Kansas, 40-8, $42.97.

5—Gave Check #145 for $15 to J. A. Glenheimer, Treasurer, for club dues.

8—Gave Check #146 for $29.31 to Chan's Specialty Food Shop for groceries.



CHECKING ACCOUNT DEPOSIT TICKET

NAME Richard Blaine

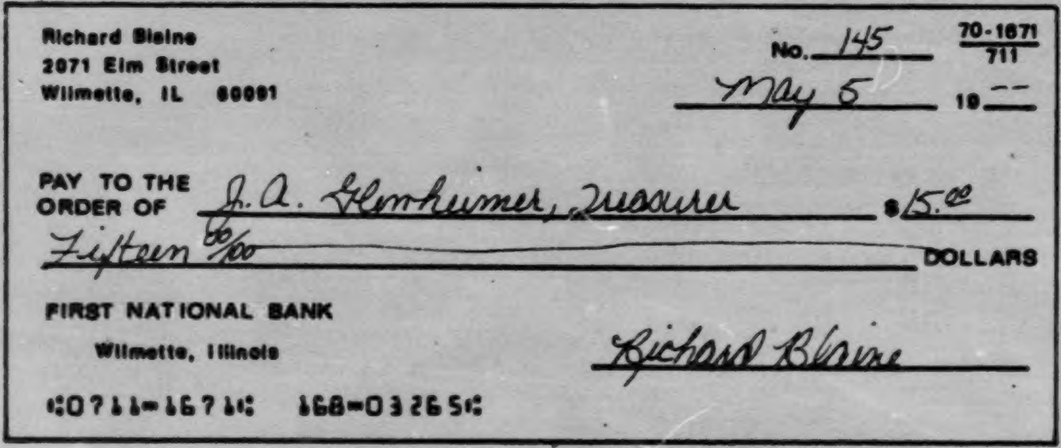
DATE May 4 19____

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK
Wilmette, Illinois

CASH		85	40
CHECKS	40-8	42	97
ENDORSE			
AND			
LIST			
EACH			
ITEM			
LESS CASH			
TOTAL		128	37

Account Number 168⑈03265⑆



Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 145 70-1671/711

May 5 19--

PAY TO THE ORDER OF J. A. Glenheimer, Treasurer $15.00

Fifteen 00/100 DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

⑆0711⑈1671⑆ 168⑈03265⑆

Richard Blaine
2071 Elm Street
Wilmette, IL 6009

No. 146 **70-1671/711**

May 8 **19**--

PAY TO THE ORDER OF Chan's Specialty Food Shop **$** 29.31

Twenty-nine 31/100 **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

:0711-1671: 168-03265:

May 11- Gave Check #147 for $7.50 to Meadowbrook Farms for dairy products.
12- Deposited cash, $99.30; a check on the First City Bank, Chicago. 2-53, $26.80
19- Gave Check #148 for $30 to the United Appeal.

Richard Blaine
2071 Elm Street
Wilmette, IL 6009

No. 147 **70-1671/711**

May 11 **19**--

PAY TO THE ORDER OF Meadowbrook Farms **$** 7.50

Seven 50/100 **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

:0711-1671: 168-03265:

CHECKING ACCOUNT DEPOSIT TICKET

NAME Richard Blaine

DATE May 12 **19** --

CASH		99	30
CHECKS	2-53	26	80
ENDORSE			
AND			
LIST			
EACH			
ITEM			
LESS CASH			
TOTAL		126	10

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK
Wilmette, Illinois

Account Number 168-03265:

Richard Blaine
2071 Elm Street
Wilmette, IL 6009

No. 148 **70-1671/711**

May 19 **19**--

PAY TO THE ORDER OF United Appeal **$** 30.00

Thirty 00/100 **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

⑆0711⑆1671⑆ 168⑈03265⑆

May 22- Gave Check #149 for $49.78 to Hawkins Hardware Store for electrical fixtures.
26- Gave Check #150 for $12.48 to K and K Garage for repairs on his car.

Richard Blaine
2071 Elm Street
Wilmette, IL 6009

No. 149 **70-1671/711**

May 22 **19**--

PAY TO THE ORDER OF Hawkins Hardware Store **$** 49.78

Forty-nine 00/100 **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

⑆0711⑆1671⑆ 168⑈03265⑆

Richard Blaine
2071 Elm Street
Wilmette, IL 6009

No. 150 **70-1671/711**

May 26 **19**--

PAY TO THE ORDER OF K and K Garage **$** 12.48

Twelve 48/100 **DOLLARS**

FIRST NATIONAL BANK
Wilmette, Illinois

Richard Blaine

⑆0711⑆1671⑆ 168⑈03265⑆

The bank statement that Mr. Blaine received at the end of the month showed a balance of $563.52. A service charge of 83¢ for the month was included on the statement. Checks #148 and #150 were outstanding. Reconcile the check stub balance with the bank statement balance.

You Can Easily
BALANCE YOUR CHECK BOOK

Fill in Below Amounts From Your Check Book and Bank Statement

Balance Shown on Bank Statement: $ 563.52

Add Deposits Not on Statement: $ ______

Total: $ ______

Subtract Checks Issued but Not on Statement:
$ 30.00 #148
12.48 #150

Total: $ 42.48

Balance: $ 521.04

Balance Shown in Your Check Book: $ 521.87

Add any Deposits Not Already Entered in Check Book: $ ______

Total: $ ______

Subtract Service Charges and other Bank Charges Not in Check Book:
$ .83

Total: $ 521.04

Balance: $ 521.04

These totals represent the correct amount of money you have in the bank and should agree.
Please examine your statement promptly and report any errors immediately.

MONEY MANAGEMENT
UNIT VII

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

1. Type a business letter from the typing textbook. On the basis of the time it took you to type this letter and assuming that your actual production time would be five hours out of an eight-hour working day, how many letters of this type could you reasonably prepare in one day? Are you satisfied with your production rate? Compare it with the other members in your class.

2. Prepare a reasonable budget.

3. Fill out credit papers.

4. Determine the best way to purchase a refrigerator, an automobile, clothing, a television, etc., from the following alternatives: (1) bank loan, (2) credit union, (3) charge at the store from which item was purchased, (4) withdrawal from savings. Explain answer you chose.

921

MONEY MANAGEMENT
UNIT VII

ANSWERS TO H-VII-8

1.	a.	$40
	b.	$ 4.50
	c.	$83.33
2.	a.	$ 84.80
	b.	$ 8.90
	c.	$118.40

JOB SUCCESS FACTORS
UNIT VIII

UNIT OBJECTIVE

At the conclusion of this unit, the student should be able to identify factors which contribute to job success.

SPECIFIC OBJECTIVE

Students should be able to:

Compose (write, tape, present orally) a case problem involving job success and re-enact it for the class.

JOB SUCCESS FACTORS
UNIT VIII

SUGGESTED ACTIVITIES

I. Instructor
  A. Provide students with objectives sheet
  B. Provide students with activities sheets
  C. Provide students with handout sheets
  D. Discuss unit and specific objectives
  E. Discuss activities
  F. Give evaluation

II. Student
  A. Read objectives
  B. Study activities sheets and handout sheets
  C. Complete each activity
  D. Take evaluation

III. Instructional materials
  A. Objectives Sheet
  B. Activities Sheets
  C. Transparency Masters
    1. TM-VII-1: How To Figure the Cost of a Business Letter
    2. TM-VII-2: Performance Evaluation
  D. Handout Sheets
    1. H-VIII-1: Are You a Model Office Worker?
    2. H-VIII-2: Who is Responsible?
    3. H-VIII-3: An Error
    4. H-VIII-4: No Mimeograph Paper

5. H-VIII-5: Lend from Petty Cash?
6. H-VIII-6: Check Carefully
7. H-VIII-7: The Art of Dictating
8. H-VIII-8: Speed or Production
9. H-VIII-9: Oh Where? Oh Where?
10. H-VIII-10: The Misguided Call
11. H-VIII-11: Happy Holly
12. H-VIII-12: Eliminating Personal Telephone Calls on the Job
13. H-VIII-13: Best Foot Forward
14. H-VIII-14: Betrayer of Confidence
15. H-VIII-15: Better Late Than Never
16. H-VIII-16: Wastebasket Blues
17. H-VIII-17: The Secretary Makes Some Decisions
18. H-VIII-18: Yes or No - OCR Envelopes
19. H-VIII-19: Getting the "Lay of the Land"
20. H-VIII-20: Answer Like You Should
21. H-VIII-21: Business Code
22. H-VIII-22: Performance Review and Development Guide
23. H-VIII-23: Professional Performance Appraisal Report: Typical Items

D. Case Problems - Teacher Suggestions

E. Evaluation

JOB SUCCESS FACTORS
UNIT VIII

ACTIVITIES

Related Materials

1. Success on the job depends to a great extent on how well you get along with your fellow workers. *Ninety percent* of the people fired from a job are fired because they cannot get along with others. H-VIII-1

   When you start a new job, you should adhere to the following guidelines:

   a. Be pleasant, cheerful and friendly to everyone.

   b. Take time to know the individuals before joining office cliques.

   c. Don't force yourself on others.

   d. If invited, try out company sponsored social groups and/or teams.

   e. Show that you are punctual for work, that you can be relied upon, that you are honest and that you show initiative.

   f. Do *not* hum or whistle while working, gossip, fuss with your hair, chew gum, use foul language and criticize or belittle others.

   Your assignment is to complete the handout indicated above--(H-VIII-1).

2. What does a business letter cost? If you said 50 cents, you are $5.59 low. You will view the transparency indicated at the right, which indicates the cost of a business letter. TM-VIII-1

3. A survey was made recently to determine the major causes of inefficiency in the office. From a list of ten items, each participant was asked to indicate which ones he or she felt contributed significantly to the loss of time and performance. These are the results:

		Related Materials
a.	Idle chitchat	66%
b.	Coffee break abuses	44%
c.	Too much time in the powder room	34%
d.	Nonbusiness phone calls	33%
e.	Absenteeism	29%
f.	Lateness	24%
g.	Extended lunch periods	23%
h.	Quitting early	18%
i.	Personal	12%
j.	Friends dropping in	8%

Compose (write, tape, present orally) a one- to two-page paper (or have a class discussion) explaining what you would do if you were the employer to correct some of these abuses among your employees.

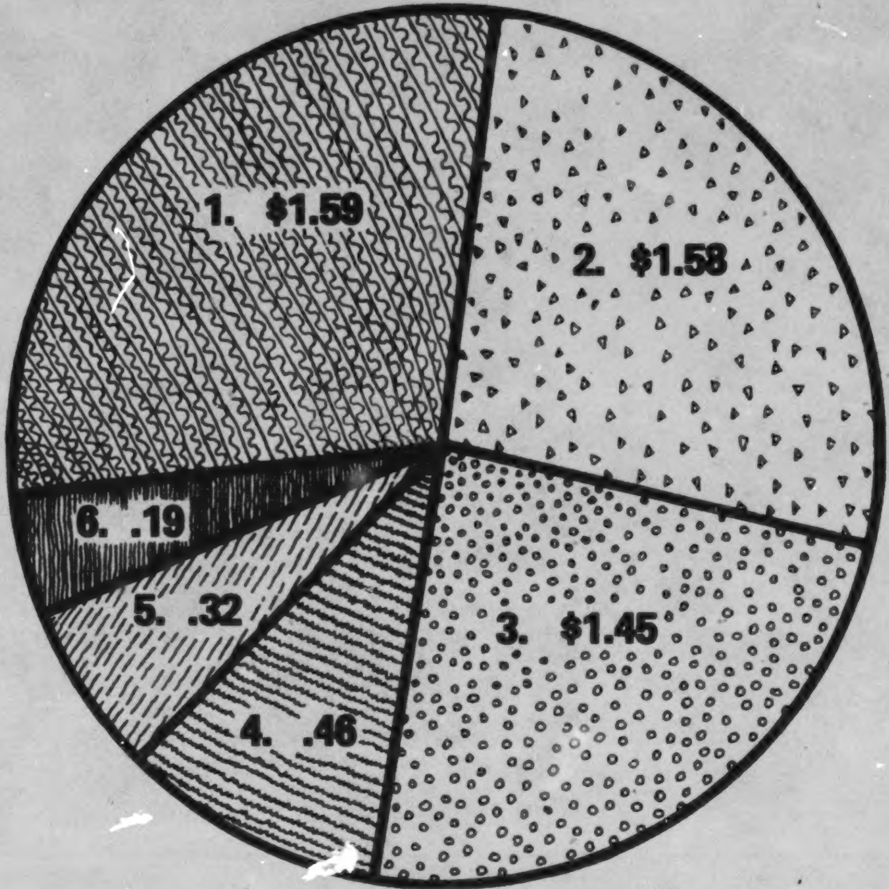
4. Be prepared to discuss the following handouts which are case problems.

a.	Who is Responsible?	H-VIII-2
b.	An Error	H-VIII-3
c.	No Mimeograph Paper	H-VIII-4
d.	Lend from Petty Cash?	H-VIII-5
e.	Check Carefully	H-VIII-6
f.	The Art of Dictating	H-VIII-7
g.	Speed or Production	H-VIII-8
h.	Oh Where? Oh Where?	H-VIII-9
i.	The Misguided Call	H-VIII-10
j.	Happy Holly	H-VIII-11
k.	Eliminating Personal Telephone Calls on the Job	H-VIII-12
l.	Best Foot Forward	H-VIII-13
m.	Betrayer of Confidence	H-VIII-14

		Related Materials
n.	Better Late Than Never	H-VIII-15
o.	Wastebasket Blues	H-VIII-16
p.	The Secretary Makes Some Decisions	H-VIII-17
q.	Yes or No - OCR Envelopes	H-VIII-18
r.	Getting the "Lay of the Land"	H-VIII-19
s.	Answer Like You Should	H-VIII-20
t.	Business Code	H-VIII-21
5.	Performance Evaluation	TM-VIII-2
	Employees have the right to be informed of the basis for their evaluation and appraisal. They should see the results and have the opportunity to discuss them with the evaluator. Refer to the handouts indicated for some typical evaluation items. One is intended primarily for professional, the other for nonprofessional or nonsupervisory personnel.	H-VIII-22 H-VIII-23

How To Figure The Cost Of A Business Letter

1. Secretarial Time	$1.59
2. Fixed Charges	$1.58
3. Dictator's Time	$1.45
4. Nonproductive Labor	$0.46
5. Mailing Cost	$0.32
6. Materials Cost	$0.19
TOTAL COST	$5.59



TM VIII-1

TM VIII-2

RATING FACTOR	PERFORMANCE EVALUATION				
	EXCELLENT	VERY GOOD	GOOD	FAIR	NOT ACCEPTABLE
QUALITY OF WORK: Meeting quality standards, accuracy, neatness.	☐ Remarks:	☐	☐	☐	☐
QUANTITY OF WORK: Work produced against standard or expectancy.	☐ Remarks:	☐	☐	☐	☐
ATTITUDE: Attitude is positive and contributes to efficient operation of the unit.	☐ Remarks:	☐	☐	☐	☐
COOPERATION: Ability to accept criticism and supervision, ability to get along with others.	☐ Remarks:	☐	☐	☐	☐
INITIATIVE: Amount of supervision required, resourcefulness, imagination, drive.	☐ Remarks:	☐	☐	☐	☐
DEPENDABILITY: Adherence to schedules, sense of responsibility, perseverance.	☐ Remarks:	☐	☐	☐	☐
ATTENDANCE - PUNCTUALITY:	☐ Remarks:	☐	☐	☐	☐
PERSONAL GROWTH: Ability to learn, versatility, desire for self-improvement, opportunities for advancement.	☐ Remarks:	☐	☐	☐	☐

DATE	EMPLOYEE'S SIGNATURE	APPRAISER'S SIGNATURE	ASSISTANT COMMISSIONER'S INITIAL

JOB SUCCESS FACTORS
UNIT VIII

ARE YOU A MODEL OFFICE WORKER?

(Rate yourself now; then check this list four weeks later.)

		Points	Your Score
1. You are well-dressed		10	____
Appropriate dress	3		
Grooming	3		
Personal neatness	4		
2. You are pleasant		10	____
Even tempered under strain	2		
Take criticism without resentment	2		
Sense of humor	2		
Control moods	2		
Control temper	2		
3. You are a clam		10	____
Silent concerning business affairs (this is a MUST)	7		
Silent concerning personal troubles	1		
Silent concerning office feuds and gossip	2		
4. You are a screen		10	____
Relieve chief of detail	4		
Successfully protect him or her from unimportant interruptions	3		
Compose letters you are qualified to handle	3		
5. You are truly humble		10	____
Pleasant toward associates	3		
Pleasant toward outsiders	3		
Perform personal duties for boss cheerfully	2		
Allow boss to take credit for your work	2		
6. You have a steel-trap memory		10	____
Remember instructions	4		
Remember names and faces	3		
Remember routine details	3		

H-VIII-1 continued

		Points	Your Score
7. You are quick on the trigger		10	
Initiative in any emergency	2		
Assemble data before your boss calls for it	2		
Understand material dictated	2		
Alert to prevent errors	2		
Always check figures and dates	2		
8. You have telephone charm		10	
Voice pleasant--tone clear	4		
Telephone tact	4		
Obtain accurate information over the phone	2		
9. You are Johnny-on-the-spot		10	
There when boss wants you	3		
On time consistently	3		
Prompt in answering buzzer or telephone	2		
Work late when needed	2		
10. You soak up knowledge		10	
Understand and abide by company policies	3		
Study supplementary courses	2		
Increase your fund of general information	2		
Continually improve your knowledge of the business profession of which you are a part	3		
11. You are a good housekeeper		10	
Keep your boss's office in order	3		
Keep your own desk and typewriter in order	2		
Organize efficient office routine	3		
Always have necessary supplies on hand	2		
12. You are loyal to your boss		10	
Put his or her interest first	4		
Tactfully prevent difficulties	2		
Smooth them out when they occur	2		
Speak of him or her always in terms of respect and admiration	2		

	Points	Your Score
13. Your letters are a work of art ---------------	15	_____

Uniform printwork ------------------------- 3
Even margins ------------------------------ 2
Well centered ----------------------------- 2
No smudges -------------------------------- 2
Correct spelling -------------------------- 2
Correct grammar --------------------------- 2
Correct punctuation ----------------------- 2

TOTAL POINTS _____

There are 135 possible points. If your score was:

120 and up	You are a Model Worker
107-119	You're good, but not Super
96-106	Better than average
92-95	Lots of competition down here
below 81	You'd better study!

Try this again in four weeks to see how much you have improved.

This checkup is furnished for school use by Remington Rand, New York, New York.

JOB SUCCESS FACTORS
UNIT VIII

WHO IS RESPONSIBLE?

I. SITUATION

Ms. Johnson, the executive of a Chicago firm by whom Elliot Martin is employed, asked him to send a small package of merchandise manufactured by the firm to a friend in Honolulu.

Two weeks later an airmail letter was received asking about the package, indicating that it had not been received.

Investigation showed that Mr. Martin had delayed sending it, because he said he did not have time to wrap it. He felt that it was not his job to wrap and ship packages anyway. When he finally did have it ready, he sent it by ordinary parcel post.

II. QUESTIONS

A. Did Mr. Martin display the proper attitude?

B. Did he ship the package by the best method?

C. What action should Ms. Johnson now take?

JOB SUCCESS FACTORS
UNIT VIII

AN ERROR

I. SITUATION

It is now ten minutes before closing time. The boss gave orders to have a special bulletin duplicated and mailed today. As you are folding the first copy into an envelope, you notice a typographical error.

II. QUESTIONS

A. Should you correct the error with pen and ink on each copy?

B. Should you patch the copy and run new ones? (copy is dim)

C. Or should you stay longer on the job and make a new master and see that the job is done right?

JOB SUCCESS FACTORS
UNIT VIII

NO MIMEOGRAPH PAPER

I. SITUATION

One morning your boss says to you, "Please run this memorandum off on regular mimeograph paper, and make 150 copies."

When you get ready to run the job, you find that there is no mimeograph paper in the supply cabinet and that you will have to walk to the main stockroom in the next building to get some. There is, however, a ream of expensive bond paper in your supply cabinet. From past experience you know that bond paper will take mimeograph ink satisfactorily. It seems such a chore to walk to the next building for paper when you have a supply right in front of you.

II. QUESTIONS

A. What should you do?

B. Should you conserve the bond paper or should you use it?

JOB SUCCESS FACTORS
UNIT VIII

LEND FROM PETTY CASH?

I. SITUATION

Susan Blake is an office clerk for the Branden Accounting Firm. She is in charge of petty cash. Her friend and co-worker, Ann Miller, seems never to have small change for the coffee break. She repeatedly asks Susan for money from the petty cash fund, which she promises to repay but never does. This causes Susan to falsify vouchers at the risk of losing her own job to cover Ann's thoughtlessness.

II. QUESTIONS

A. Should Susan refuse to lend Ann the money at the risk of losing a friend?

B. Should Susan loan her personal money to Ann although she realizes she probably won't be repaid?

C. Should Susan discuss this matter with her superior?

JOB SUCCESS FACTORS
UNIT VIII

CHECK CAREFULLY

I. SITUATION

Gene Carpenter was given a report to proofread, which he did hurriedly and failed to make some important computations. He told his boss that it had been checked and rechecked carefully. Thinking that her proofreaders were competent, the supervisor approved the proof and returned it to the printer. After the material was in print and distributed, a very serious mistake had been made causing considerable loss and embarrassment to the company.

II. QUESTIONS

A. What explanation should Mr. Carpenter make?

B. What action should his boss take?

C. What would you do if you were his boss?

JOB SUCCESS FACTORS
UNIT VIII

THE ART OF DICTATING

I. SITUATION

Mr. Miles dictates all of his letters on tape. When Jean, his secretary, types the letters, she often finds a comment at the end which says, "Miss Smith, leave that last paragraph out." This means that Jean has to retype many letters. It is evident to Jean that her boss doesn't fully understand the use of the dictating machine.

II. QUESTIONS

A. Should Jean talk to her boss about this problem?

B. If so, what approach should she use?

C. Should Jean continue to retype the letters rather than risk making Mr. Miles angry?

JOB SUCCESS FACTORS
UNIT VIII

SPEED OR PRODUCTION

I. SITUATION

Tom leads his typing class in gross words per minute; but on production work he rushes through the problems and most work submitted is unacceptable. He feels that typists are evaluated on how fast they can type and finds production work boring.

II. QUESTIONS

A. How can Tom be helped to understand the importance of production work?

B. Should Tom be recommended for a typist's position?

C. Does Tom understand the qualities of a "good" typist?

D. On what standards should the final typing grade be based?

JOB SUCCESS FACTORS
UNIT VIII

OH WHERE? OH WHERE?

I. SITUATION

Joan was having trouble finding a report her boss, Ms. James, had requested from the files. After a thorough search of the files, the information was found filed under 6999 instead of 6799 due to the fact that Ms. James had made a seven that looked more like a nine.

II. QUESTIONS

A. What should Joan do to prevent this happening again?

B. Should Joan give Ms. James the information requested and make no mention of the error?

C. Who should be held responsible for seeing that all information is filed correctly?

JOB SUCCESS FACTORS
UNIT VIII

THE MISGUIDED CALL

I. SITUATION

Mr. Adkins has left instructions with his staff that he is not to be interrupted with visitors or telephone calls. He is preparing publicity materials for the local charity campaign which starts with the Sunday edition of the local newspaper.

Ms. Giles of the Graphics Department calls to ask about a photographic assignment which Mr. Adkins requested for the kickoff of the campaign. Curtis answers the extension telephone and tells Ms. Giles that Mr. Adkins is not in. He assures her that Mr. Adkins will return the call as soon as he returns, whereupon Mr. Adkins picks up his telephone and gives Ms. Giles the information she needed.

II. QUESTIONS

Curtis feels quite embarrassed about what has happened. What should he do?

A. Tell Mr. Adkins that he left specific instructions that he was not in and that he embarrassed him?

B. Call Ms. Giles and tell her that he was merely following Mr. Adkins' instructions?

C. Do nothing and try to forget what happened?

D. Seek another job if Mr. Adkins fails to apologize?

JOB SUCCESS FACTORS
UNIT VIII

HAPPY HOLLY

I. SITUATION

Holly was 18 and working on her first job after graduation from high school. She had been a good secretarial student in high school but had no previous job experience. Holly was a very pleasing, charming person and her fellow employees enjoyed having her around. Always good for a laugh she had great ideas, such as the suggestion of going outside for a coffee break even though it took an extra five minutes. She was so cheerful and happy and always so grateful that at first none of the other girls in the stenographic pool minded covering up for her when she was a few minutes late.

After three months, the office supervisor noticed more and more tension and strain among the girls in the pool. An investigation soon brought her to the source of the trouble. Holly was happy right up to the day she got that little pink slip with her paycheck.

II. QUESTIONS

A. Why did Holly get fired?

B. Will Holly do better on her next job?

C. What would you do if you were working with Holly?

D. Whose problem was this?

JOB SUCCESS FACTORS
UNIT VIII

ELIMINATING PERSONAL TELEPHONE CALLS ON THE JOB

I. SITUATION

Linda, a capable clerk-steno, has been placed by the co-op program of her high school in a large firm. Since all of the calls to the firm come through a central switchboard, it is very easy for all of Linda's high school friends to get the telephone number from the telephone book and ask for her extension from the switchboard.

Although the company does not prohibit a reasonable number of such calls, Linda is very popular and finds that her office responsibilities are such that she cannot afford to take the time to talk to all of her friends, especially, when some talk on and on and do not realize that Linda has a job to do. Linda does not want to hurt any of her friends' feelings by cutting them off short, but she realizes that she must do something, or endanger her job.

II. QUESTIONS

A. What would you suggest Linda do?

B. How can she ask that her friends limit their calls without hurting their feelings?

C. Is there any way that Linda's coordinator can help her?

JOB SUCCESS FACTORS
UNIT VIII

BEST FOOT FORWARD

I. SITUATION

Kathy King was enrolled in the secretarial block program at Desert High School. She was very fast in both shorthand and typing. She was very efficient in filing and record keeping. In fact, Kathy was a very capable student and person in all aspects of the class. But could Kathy ever become a secretary?

She wore her hair long and straight, as was the current fashion. However, her hair never seemed to look neat and clean. Her clothes, although they, too, were in fashion, were frequently unpressed, spotted and in need of repair.

The teacher, Mr. Hinchey, had discussed personal cleanliness and grooming with the class in general. Kathy had not improved.

II. QUESTIONS

A. Should Mr. Hinchey have a frank talk with Kathy?

B. If you were a student in the class and Kathy talked with you about becoming a secretary, what would you tell her?

C. How important is personal cleanliness and good grooming to a secretary?

JOB SUCCESS FACTORS
UNIT VIII

BETRAYER OF CONFIDENCE

I. SITUATION

After completing a vocational office procedures class and upon being graduated from high school and a two-year business school, Betty Scott obtained a position as a secretary to Miss Blake, a lawyer in a small town. While taking dictation one morning, she learned some important confidential facts pertaining to a law suit her employer was currently handling.

That evening Betty attended a social affair. During the course of conversation someone mentioned the law suit. Betty quickly supplied the details she had learned in her morning's dictation. Several of her friends found them very "juicy."

The next morning at the post office, Miss Blake happened to run into one of Betty's friends who had been at the party. He asked Miss Blake a question about some of the facts Betty had supplied as if they were common knowledge. Miss Blake was extremely upset as weeks of research valuable to her winning the case were now common gossip before she had even entered them in court.

II. QUESTIONS

A. What is the problem?

B. Why is this problem important?

C. Can Betty do anything to rectify the situation?

D. What will probably be the consequences for Betty?

JOB SUCCESS FACTORS
UNIT VIII

BETTER LATE THAN NEVER

I. SITUATION

One of the 10 persons in the work-study program has been placed in the Regional Boy Scout office as a file-clerk and typist. Upon checking with Mr. Robert Talley, Director, the coordinator finds that he is from 5 to 15 minutes late each day and usually prepares to leave 5 to 10 minutes before quitting time. He has also been absent from work one day and did not call the office to let them know that he wouldn't be there.

His time card at the end of the month shows that he has worked from 3 to 5 each afternoon and full time on Saturdays. No absenteeism is indicated.

II. QUESTIONS

A. What are the problems?

B. Who do you think should talk to the boy?

C. Should the student be allowed to keep his own time card?

D. How can he be approached about the mistake in his time card without causing ill feelings?

E. Do you feel he has a responsibility to inform the office when he is going to be absent?

JOB SUCCESS FACTORS
UNIT VIII

WASTEBASKET BLUES

I. SITUATION

Richard considered himself very fortunate in being able to find a part-time job in the registrar's office while attending college. His duties were not too complicated and mostly involved typing letters and duplicating masters and running a duplicating machine.

One morning Mrs. Smith, the Registrar, brought a rough draft of registration instructions for the faculty and asked him to type a master and run off 200 copies. Near the bottom of the page he got on the wrong line and typed half a line before he realized his mistake. In one quick motion it was jerked from the typewriter and landed in the wastebasket. He inserted another master and finished it very efficiently. Richard had to start a second sheet to finish, and then headed for the duplicating machine. Ten sheets were spoiled before he realized the machine was low on fluid. After it, he spoiled several more because some of the fluid spilled on the master. Richard wasn't watching too closely and ran 11 extra copies of the second page.

The afternoon wore on. A loud rip filled the air as Richard tore up a piece of letterhead he had spoiled, along with three carbon copies. However, he soon had it typed again and was inserting an envelope. Oh, that was Kansas City, Missouri, not Kansas City, Kansas! Envelopes are so hard to erase near the bottom, so he threw it away and started over.

By the end of his three hours in the office Richard had started and restarted several other projects, but he felt he had spent a profitable afternoon.

II. QUESTIONS

A. What is the problem?

B. Who should bring the problem to his attention?

C. What can Richard do to solve it?

D. What will probably happen if Richard doesn't correct the situation?

DO NOT FILM

JOB SUCCESS FACTORS
UNIT VIII

THE SECRETARY MAKES SOME DECISIONS

I. SITUATION

On Friday, June 10, Sharon's employer, the assistant general manager of the company, asked her to make him a reservation on a specified airline for a round trip from Phoenix to Chicago, first class, for Monday, June 13, returning June 27. He planned to clean up some work in the office Monday morning before he left; and, as it was a two-hour drive to Phoenix, he wanted to get the first plane out after 12:30 so that he would arrive in Chicago during daylight hours. He asked her to make arrangements for the company chauffeur to drive him to Phoenix in the company limousine. He also asked her to make reservation at the Chicago Hilton Hotel for a single room, with bath, for the nights of June 13 through June 26.

After giving her the instructions, he left for Tucson where he had a business meeting, gave her a telephone number where he could be reached "only in an emergency," and said that he would see her Monday morning.

When Sharon telephoned the airlines, the only plane on the airline he specified that met his requirements left Phoenix at one o'clock, and no first-class seats to Chicago were available but he could have a first-class seat on the return trip. She made a reservation for a tourist-class seat.

She called the company motor pool. The foreman told her that the limousine was being sent to Phoenix an hour earlier on June 13 to meet some New York executives at the airport and the assistant manager could ride down that trip or he would schedule a driver for one of the smaller cars to make the trip at ten o'clock. Sharon asked him to schedule a driver for the smaller car.

She then wrote a letter to the hotel in Chicago asking for the reservation and put it in the out basket for regular mail.

II. QUESTIONS

A. Do you think that the changes Sharon made are enough of an "emergency" to telephone her boss in Tucson? Explain your answer.

H-VIII-17 continued

B. What method would you have used in making the hotel reservation? Why?

C. Do you think Sharon should have made the decisions without first consulting her boss?

JOB SUCCESS FACTORS
UNIT VIII

YES OR NO - OCR ENVELOPES

I. SITUATION

Dan works in a small office. His supervisor is very particular about the form of outgoing letters. Dan remembers that the form to use depends on what the boss prefers even if the letter is in the upper corner and closed punctuation is used. Dan's boss insists that letters leaving his office be typed in a very unappealing form so this is the way Dan types them even though he knows they would look better typed another way.

His supervisor also insists that the envelopes be typed according to the form used before the OCR equipment was developed to sort mail. Dan again feels that his supervisor should change her feelings about this.

II. QUESTIONS

A. What can Dan do to change his supervisor's mind about envelopes?

B. What can Dan do to change his supervisor's mind about letter styles?

C. Should Dan be more concerned about letter or envelope styles at the present time?

JOB SUCCESS FACTORS
UNIT VIII

GETTING THE "LAY OF THE LAND"

I. SITUATION

Deborah Dennert has just started in her first job as a typist in an automobile agency. One of the older employees, Mrs. Fenton, asks Deborah to lunch at the end of her first week in her new job. During lunch the older woman talks freely and critically about the office manager, the management policies of the agency and how hard it is to inject any new ideas. Deborah agrees with Mrs. Fenton, adding that she has found it rather hard to work with Mrs. Holly, the head of the department. "She seems to know all the answers," Deborah says, "and doesn't respect the ideas of others. I guess she's afraid they might be better than her own."

The next day Deborah is called to the general manager's office and berated for criticizing the department manager. Deborah immediately realizes that her luncheon companion has reported Deborah's comments. She is very angry and decides she will be less friendly with the older employees in the future.

II. QUESTIONS

A. What do you think of Deborah's solution to the problem? Can you suggest another solution that might be more effective?

B. What should a new employee's attitude be toward early friendship with other employees?

C. If you had been Deborah, how would you have answered Mrs. Fenton when she criticized the policies and management? Why?

JOB SUCCESS FACTORS
UNIT VIII

ANSWER LIKE YOU SHOULD

I. SITUATION

Gregory is a secretary for the local credit bureau. He is responsible for keeping goodwill between the bureau and its customers. When he answered the telephone one day, a man's voice demanded to talk to the head of the office. Gregory told him that he was not in the office and asked if he could be of any help. The man answered in a loud voice, using abusive language. Gregory put the receiver down with a bang. The telephone rang again, but he refused to answer.

II. QUESTIONS

A. What is the correct attitude toward difficult customers?

B. Was Gregory behaving in an objective manner?

C. What might Gregory have done that would have served the credit bureau in a better way?

JOB SUCCESS FACTORS
UNIT VIII

BUSINESS CODE

I. SITUATION

Sylvia Guthrie is a stenographer in a large auto plant. The manager of the Purchasing Department has shown quite a friendly interest in her. One day while Sylvia is in the office he says, "Let's have a drink." She knows there is a company rule against drinking in the office.

After Sylvia returns to her desk, the personnel manager questions her about drinking. Sylvia admits that she had a drink with the manager of the Purchasing Department. Sylvia is discharged because of the incident.

II. QUESTIONS

A. Was the personnel manager justified in discharging Sylvia?

B. Should company rules be kept even though an executive breaks them?

C. Why do you think there is a rule against drinking?

D. Do you think the personnel manager will confront the manager of the Purchasing Department?

JOB SUCCESS FACTORS
UNIT VIII

PERFORMANCE REVIEW AND DEVELOPMENT GUIDE

RATING FACTOR	PERFORMANCE EVALUATION				
	EXCELLENT	VERY GOOD	GOOD	FAIR	NOT ACCEPTABLE
QUALITY OF WORK: Meeting quality standards, accuracy, neatness.					
QUANTITY OF WORK: Work produced against standard or expectancy.					
ATTITUDE: Attitude is positive and contributes to efficient operation of the unit.					
COOPERATION: Ability to accept criticism and supervision, ability to get along with others.					
INITIATIVE: Amount of supervision required, resourcefulness, imagination, drive.					
DEPENDABILITY: Adherence to schedules, sense of responsibility, perseverance.					
ATTENDANCE - PUNCTUALITY					
PERSONAL GROWTH: Ability to learn, versatility desire for self-improvement, opportunities for advancement.					

JOB SUCCESS FACTORS
UNIT VIII

PROFESSIONAL PERFORMANCE APPRAISAL REPORT: TYPICAL ITEMS

PURPOSE

The purpose of performance appraisal is: (1) to focus attention on job objectives and results, (2) to facilitate communications between the supervisor and supervisee, (3) to improve job performance, (4) to identify potential for promotion and (5) to provide a basis for salary advancement.

A. JOB KNOWLEDGE

___Job knowledge exceeds that required by the position. The incumbent could handle a more responsible position.

___Has the expected knowledge of the disciplines, techniques and procedures which are required for this job.

___Slightly below expectations in job knowledge. There are recognizable areas where additional knowledge or training is needed to show improvement before standard job performance is reached.

___Clearly below expectation in job knowledge and must develop the technical knowledge.

B. RESPONSIBILITY

___Capable of handling more responsibility than is required for expected job performance.

___Responsibility is assumed at an entirely satisfactory level within the constraints of this job.

___Level of assumed responsibility is clearly below what is required for effective job performance.

C. PROBLEM SOLVING

___Better problem solver than is required.

___Problem solving ability is entirely satisfactory for the job. Thinks and solves problems at an expected performance level.

___Problem solving ability is somewhat below what is required for effective job performance.

___Problem solving ability is clearly below what is required for effective job performance.

D. HUMAN RELATIONS SKILLS

___Display noticeably better human relations skills than are necessary for expected job performance.

___Human relations skills are entirely satisfactory for the job. The incumbent works effectively with people to the extent expected of a person in this job.

___Falls somewhat below the human relations demands of this job and needs to learn more about working with people.

___Clearly below expectations in human relations skills.

E. MANAGEMENT SKILLS

___Displays noticeably better management skills than are required for expected job performance.

___Management skills are at a satisfactory performance level.

___Lacks some of the management skills required for expected job performance and must show some improvement in order to reach an effective performance level.

___Clearly lacking in terms of adequate management skills.

F. JOB PERFORMANCE

Indicate overall performance of this person. Discuss employee's understanding of the necessary technical fundamentals of the job; methods used; initiative; determination to get the job done, quality, quantity or other appropriate aspects of employee's work.

___Excellent

___Good

___Fair

___Unsatisfactory

G. EMPLOYEE DEVELOPMENT NEEDS AND OBJECTIVES

If applicable, employee development needs and objectives must be mutually derived between employee and employee's superior at the beginning of the appraisal period. Reasonable remedies should be projected and monitored during the appraisal period. Progress of this section is to be reduced to writing at each interim monitoring conference and signed by the employee and supervisor.

___Satisfactory progress

___Needs more attention

JOB SUCCESS FACTORS
UNIT VIII

CASE PROBLEMS - TEACHER SUGGESTIONS

WHO IS RESPONSIBLE? (H-VIII-2)

A. No.

B. No. Air Parcel Post would have been better.

C. Ms. Johnson should talk with Mr. Martin about the attitude he is displaying in the office.

AN ERROR (H-VIII-3)

A. It would depend on the type of error made.

B. Probably not.

C. If the bulletin is particularly important, then a new master should be typed.

NO MIMEOGRAPH PAPER (H-VIII-4)

A. Go to the stockroom and secure the correct paper.

B. Conserve the bond paper.

LEND FROM PETTY CASH? (H-VIII-5)

A. Yes.

B. The decision to lend money to Ann is up to Susan.

C. Yes. Susan should admit she has falsified vouchers to her superior.

CHECK CAREFULLY (H-VIII-6)

A. Mr. Carpenter should admit he proofread the report too hurriedly.

B. Mr. Carpenter's boss should make it clear that he needs to proofread with more care; and if he cannot do so, he will have to be dismissed.

THE ART OF DICTATING (H-VIII-7)

A. Yes.

B. Jean should indicate she has to retype many letters Mr. Miles dictates because he apparently does not realize how to use the dictating machine correctly.

C. Jean should get results from Mr. Miles; however, if it does not produce results, then she will have to retype the letters rather than make Mr. Miles angry.

SPEED OR PRODUCTION (H-VIII-8)

A. Production work is in essence what a typist is paid to do on the job. If Tom finds it boring, perhaps he shouldn't apply for a typist job.

B. No.

C. Apparently not.

D. The final typing grade should be based on speed and accuracy in both timed writings and production work.

OH WHERE? OH WHERE? (H-VIII-9)

A. Joan might indicate to Ms. James she has difficulty discerning between her 7's and 9's.

B. No.

C. Joan.

THE MISGUIDED CALL (H-VIII-10)

Curtis should try to forget what happened. It is possible that Mr. Adkins had previously informed Ms. Giles that he would be in his office working on the Campaign that day and to call him on the telephone should Ms. Giles need any help with the Campaign plans.

HAPPY HOLLY (H-VIII-11)

Holly did not realize that being a "good kid" and a charming person was not enough in a business office. Her fellow employees liked her well enough to help her out occasionally, but apparently she took advantage of them frequently. Also, since she was not a very responsible individual herself, her personality led to influencing others to be less responsible. Perhaps if you were a friend of

HAPPY HOLLY (H-VIII-11) CONTINUED

Holly, you could try to tell her how the office girls were beginning to feel about her being late so frequently. Perhaps she herself was not at all aware of the friction she was causing. Maybe the supervisor should have stepped in sooner and had a long talk with Holly about the importance of being on time and not depending on others to do her work.

ELIMINATING PERSONAL TELEPHONE CALLS ON THE JOB (H-VIII-12)

Linda should explain to each one that calls just how busy she is. She could explain in more detail to those that are close to her that such calls are endangering her job and ask that they spread the word to others. Her coordinator could help by using case problems in class which could result in eliminating the calls from those in that section.

BEST FOOT FORWARD (H-VIII-13)

Before Mr. Hinchey had a frank talk with Kathy, he might have Kathy complete an evaluation of herself on a previously prepared training guide. This would let the teacher know what weaknesses, if any, Kathy saw in herself. If Kathy saw none, then probably a frank talk would be necessary.

As far as another student talking with her is concerned, it is hard for one to be brutally frank with another unless there is a close understanding and friendship between the two. However, a student might emphasize the need for personal cleanliness and good grooming, perhaps even suggesting to Kathy a new way of wearing her hair or the name of the cleaners to whom her mother sends her clothes.

Every secretarial hopeful should realize that first impressions are gained on personal appearance, and, that as a representative of her boss, she must always have her best foot forward.

BETRAYER OF CONFIDENCE (H-VIII-14)

One of the most important points of character essential to obtaining a job is being able to keep information learned on the job confidential. Your loyalty to the person who pays the salary that buys your bread and butter should be unquestioned. In this situation the damage has been done and there is not much Betty can do to change the situation. She could, perhaps, offer a sincere apology with the promise, if given a second chance, never to repeat her performance. Betty and her employer may be able to work the problem to a satisfactory solution, but she would be entirely justified in firing her.

BETTER LATE THAN NEVER (H-VIII-15)

A teacher might ask a businessperson from the community who employs several office employees to talk to the class on the importance of being prompt and being at work each day. A student with this problem should schedule her or his time so that he or she has sufficient time to get from one place to another. If for some reason he cannot get to work on time or is going to be absent, it is his responsibility to call his employer ahead of time.

WASTEBASKET BLUES (H-VIII-16)

The problem of wasting supplies can be very costly to an office. If you leave with as much work in the wastebasket as you have completed, you will probably not keep your job long. Richard's supervisor or another employee who has noticed his use of supplies could bring the problem to his attention. He may not be conscious of his wastefulness. Once in a while when a serious mistake is made, a project may have to be redone but usually a mistake can be corrected with a little effort. If the problem is allowed to go unchecked, Richard will probably lose his job.

THE SECRETARY MAKES SOME DECISIONS (H-VIII-17)

Sharon should have made the decisions she made. However, she should telephone her boss in Tucson and ask for his approval. He may be a man who does not like to travel tourist class; airline reservations can be cancelled, and he might want her to try for a first-class on another airline.

Because he had specified that he had some work that he wanted to clean up on Monday before leaving for Phoenix, she should have asked the foreman to schedule a driver for the smaller car. If he decides to leave an hour earlier in the limousine, she can call the foreman and cancel the smaller car.

Sharon should have made the hotel reservation by telegram. The letter mailed Friday by regular mail would not reach the hotel until Monday, because this was over a weekend. If the hotel accommodations were not available, there was no time left for confirmation to be received; and when her employer arrived at the hotel, he might have found himself without a place to stay.

YES OR NO - OCR ENVELOPES (H-VIII-18)

For the present Dan should be more concerned about the envelope style. Perhaps his supervisor has not heard about the new way to type envelopes and the reasons for the change. Dan could approach her with some articles written about the changes.

As for letter styles, Dan could make comments about mail received. He could also make minor changes from time to time in the letters

YES OR NO - OCR ENVELOPES (H-VIII-18) continued

he types to see if the boss notices. If he has the right opportunity, he could discuss the situation with his boss and comment that letters represent the business.

GETTING THE "LAY OF THE LAND" (H-VIII-19)

Deborah had been too vocal at the beginning. When one starts a new job, it is much better to sit and listen. Do not make any unkind comments. A new employee should not be overly friendly with other employees. Deborah should decline any comment about the management.

ANSWER LIKE YOU SHOULD (H-VIII-20)

Even though it was not right for the man to speak in the way he did, Gregory should have remained calm, answering him the best he knew how until his boss could take care of it. The customer's goodwill is important.

BUSINESS CODE (H-VIII-21)

The personnel manager was justified in discharging Sylvia because of the company rule. Sylvia was aware of this rule. Company rules should be kept even though an executive breaks them.

JOB SUCCESS FACTORS
UNIT VIII

EVALUATION

Compose (write, tape, present orally) a case problem involving job success and re-enact it for the class.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

UNIT OBJECTIVES

At the conclusion of this unit, the student should be able to indicate ways employees secure promotions, indicate benefits additional education can offer and discuss provisions made by some companies to improve employee skills and/or prepare employees for advancement on the job.

SPECIFIC OBJECTIVES

Students should be able to:

1. Describe three ways employees may secure promotions within a company.
2. List four benefits additional education might offer an employee.
3. Discuss provisions made by some companies to improve employee skills and/or prepare employees for advancement on the job.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

SUGGESTED ACTIVITIES

I. Instructor
   A. Provide students with objectives sheet
   B. Provide students with activities sheets
   C. Provide students with handout sheets
   D. Make transparency
   E. Discuss unit and specific objectives
   F. Discuss activities
   G. Give evaluation

II. Student
   A. Read objectives
   B. Study activities sheets and handout sheets
   C. Complete each activity
   D. Take evaluation

III. Instructional materials
   A. Objectives Sheet
   B. Activities Sheets
   C. Transparency Master
      1. TM-IX-1: Education for a Job
   D. Handout Sheets
      1. H-IX-1: A Program for Self-Development
      2. H-IX-2: Do's and Don'ts of Production
      3. H-IX-3: Company Benefits
      4. H-IX-4: Better Yourself
      5. H-IX-5: John

    6. H-IX-6: Reprimanded!
    7. H-IX-7: Office Rules of 1859

E. Case Problems - Teacher Suggestions

F. Evaluation

G. Answers to Evaluation

H. Additional and/or Alternative Evaluation Measures

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JOB PROMOTION AND ADVANCEMENT
UNIT IX

ACTIVITIES

Related Materials

1. Job promotion doesn't come automatically. Employers look for the following standards among employees: H-IX-1

    a. Good attitude

    b. Seniority

    c. Knowledge of present job

    d. Quality of work

    e. Quantity of work

    f. Initiative

    g. Perseverance

    h. Cooperativeness and goodwill

    i. Ability to think

    j. Adaptability

    k. Adequacy of training

    These are some steps that will help you advance on the job. H-IX-2

    a. Master your present job completely--follow directions, ask questions, follow standard office practices, meet deadlines, keep standards high, check the accuracy of your work

    b. Develop a program of self-improvement--improve your personality, extend your office skills, continue your education

    c. Show initiative on the job--take on additional responsibilities, handle more complicated work, suggest improvements

    Your assignment is to complete the handout indicated above with this activity.

2. Additional education can offer many benefits. Among them are:

Related
Materials

a. Advancement and job stability

b. Better pay

c. More exciting and challenging positions

d. Increased responsibilities

e. Prestige

f. Personal satisfaction

Compose (write, tape, present orally) a one- or two-page paper on the following topic: "Education is a way of Investing in Oneself."

3. To find out more about educational opportunities available to you, make a list of the types of institutions in your city or within driving distance. For each type of education institution, state briefly the courses of study offered and tell whether part-time students are accepted. TM-IX-1

Try to locate all institutions of higher learning in your area. Instiutions such as junior colleges, 4-year colleges, business schools, vocational schools and other post-high school institutions that may be in your vicinity should be included.

4. Use information available from your teacher or school and find out how much it would cost to attend an institution of higher learning you might want to attend. Suggest some ways in which you might finance your education.

5. Many companies offer in-service training and educational assistance for office workers in pursuit of job advancement. Read the handout indicated at the right relating to in-service training and educational assistance the Bendix Corporation and Farmland Industries offer their employees. H-IX-3

6. Be prepared to discuss the handouts which are case problems:

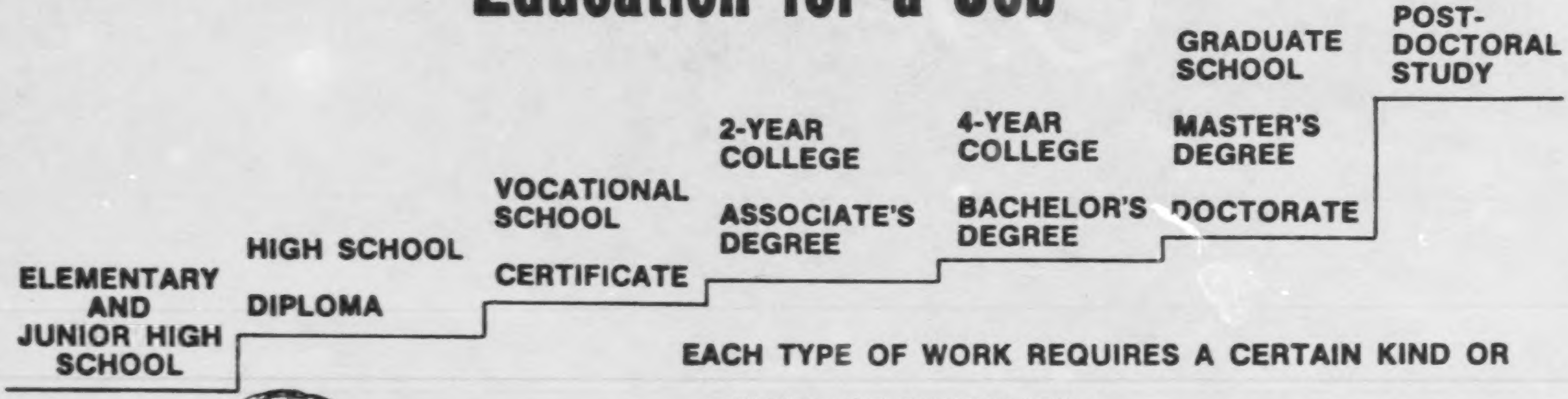
   a. Better Yourself H-IX-4

   b. John H-IX-5

   c. Reprimanded! H-IX-6

7. Even though this handout is humorous by today's standards, it was true in 1850! H-IX-7

Education for a Job



ELEMENTARY AND JUNIOR HIGH SCHOOL

HIGH SCHOOL

DIPLOMA

VOCATIONAL SCHOOL

CERTIFICATE

2-YEAR COLLEGE

ASSOCIATE'S DEGREE

4-YEAR COLLEGE

BACHELOR'S DEGREE

GRADUATE SCHOOL

MASTER'S DEGREE

DOCTORATE

POST-DOCTORAL STUDY

EACH TYPE OF WORK REQUIRES A CERTAIN KIND OR DEGREE OF EDUCATION.

FOR EACH JOB YOU ARE INTERESTED IN, YOU SHOULD ASK YOURSELF THESE QUESTIONS:

1. WHAT EDUCATION DOES THIS TYPE OF WORK CALL FOR?
2. CAN I AFFORD THAT EDUCATION FINANCIALLY?
3. DO I HAVE THE APTITUDE FOR THAT MUCH EDUCATION?
4. WILL I BE SATISFIED WITH THAT MUCH EDUCATION? OR WILL I WANT MORE? OR LESS?

TM IX-1

JOB PROMOTION AND ADVANCEMENT
UNIT IX

A PROGRAM FOR SELF-DEVELOPMENT

Professional office workers cannot afford to discontinue their educational pursuits after high school graduation. They must be working constantly to improve their personality and skills. They have the responsibility to keep abreast in their field so that they will be able to suggest ways to reduce office costs, increase efficiency and stimulate profits. Office workers must develop a plan for self-development

Hints to remember in setting up your plan:

A. Select only a few items on which to work at first; add additional items later as your schedule permits.

B. Set aside a certain time of the week for study and improvement. Do not be tempted to skip your improvement sessions.

C. Keep your plans simple enough that they do not interfere with your job by making you tired and sluggish.

D. Visit the public library often to review new books and periodicals.

E. Compare notes with friends who are working on similar plans.

F. Check into courses offered at local schools or universities.

G. Try to learn from others.

H. Finish each program that you start.

Directions: Complete the following questions:

1. In what personal area are you weak? Grooming? Voice? Personality? etc. List those areas in which you need improvement. ______________________________

____

____

____

2. What skills do you have that need improvement? List them.

____

____

____

3. Do you try consistently to improve your skills? __________

4. Do you do additional readings in those areas in which you are interested? __________

5. How many hours do you spend watching television per week (approximately)? __________

6. Could you devote one-third of this time to self-improvement? __________

Procedures for making your plan for self-development:

1. Keep track, on a separate sheet of paper, of how you spend your time each day for a week.

2. Review the way you spend your time.

3. List the hours that you plan to spend during the week for self-improvement. ______________________________

____

____

4. List three immediate goals you hope to achieve. __________

____

____

5. Outline below your self-development plan for the next month.

____

____

____

____

____

____

6. After one month of working on your individual improvement plan, review the results. What have you achieved? What had you hoped to achieve that you didn't?

7. List the times you let something else take precedence over your self-development program.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

DO'S AND DON'TS FOR PROMOTION

DO:

1. Check your work carefully upon completion.
2. Do more than is asked of you.
3. Be pleasant and sincere to your co-workers as well as to your superior.
4. Offer to help others when your work is finished.
5. Keep your work area neat and clean.
6. Offer suggestions for improvements in a polite and courteous manner.
7. Show your ability to handle any task that is given to you efficiently and pleasantly.
8. Be businesslike and courteous to visitors.

DON'T:

1. Make excuses for work which is not done properly or on time.
2. Make frequent personal telephone calls.
3. Spend work time visiting with co-workers.
4. Be tardy or absent except in an emergency. (It is also important *not* to abuse your sick leave.)
5. Complain frequently.
6. Appear busy so you will not have to help with additional tasks.
7. Dress sloppily or inappropriately.
8. Criticize your superiors or co-workers.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

COMPANY BENEFITS

THE BENDIX CORPORATION

In-Service Training Offered by Bendix

Two programs are offered for clerical personnel--typing and shorthand. In the first, individuals who have some clerical skills are hired as clerks and given typing training during their first several months of employment. When they achieve 45 words per minute for 5 minutes (subtracting two for each error), they are then promoted to clerk-typist. In the other program, clerk-typists who have a working knowledge of shorthand are given developmental or refresher classes in shorthand. When they are able to take dictation at 100 words per minutes for 2 minutes from a record (thirty minutes to transcribe), they are promoted to stenographers.

Educational Assistance Offered by Bendix

A salaried employee who is pursuing a course of study conducted by a recognized nonprofit college or university or by an educational institution accredited by nationally recognized agencies or associations (may include correspondence courses, trade courses, technical courses and related courses) may be reimbursed for the costs of tuition and fees incidental to such course of study. Educational assistance awards fall into three categories:

1. *General Award* - Reimbursement is made for 75% of the cost of tuition and fees up to a maximum of $350 per school year upon attaining a course grade of "C" or above.

2. *Advanced Degree Award* - Employees in pursuit of an advanced degree (master's degree, doctorate degree, etc.) may be reimbursed for 100% of the cost of tuition and fees up to a maximum of $450 per school year upon attaining a course grade of "A" or "B."

3. *Graduate Fellowship Program* - This program enables selected salaried employees to pursue a master's or doctoral degree full time, while receiving a per diem allowance of up to $12 a day or a cost maximum of $3,200 per academic year. In addition, full cost of tuition is paid along with other expenses such as registration fees, textbooks, lab fees and thesis preparation and reproduction costs.

FARMLAND INDUSTRIES

In-Service Training Offered by Farmland Industries

The in-service training offered by Farmland is designed to meet the continuing training and development needs of employees as identified by appropriate management levels. In-service courses may include the following: (1) management development courses, (2) seminars, (3) discussion groups, (4) group skill training and (5) various resource publications.

Educational Assistance Offered by Farmland Industries

Only permanent, full-time employees of Farmland or wholly-owned subsidiaries may participate. Courses may be approved that expand knowledge or skills of an employee in the present job assignment. Seventy-five percent of the cost of tuition and established fees will be paid upon satisfactory completion with a course grade of "C" or higher.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

BETTER YOURSELF

I. SITUATION

On his first day on the job Chris saw an announcement that the company offered after-hours training classes so that employees might learn more about their departments and the business as a whole. Chris hoped that he would not be asked to join a class as he enjoyed being home evenings and would not want to miss his favorite TV programs. Also, he felt that someday he might want to study at a university for a degree. What would you suggest to Chris?

II. QUESTIONS

A. On your first day at work, why might you not want to sign up for an after-hours training class?

B. At what would you like to be working five years from today?

C. What would you like to be doing fifteen years from today?

D. How do you intend to become prepared for the best positions?

E. If Chris plans to stay at this job (instead of returning to school as he indicated above), then do you feel Chris should plan to take company training classes in the future? Why or why not?

JOB PROMOTION AND ADVANCEMENT
UNIT IX

JOHN

I. SITUATION

John was the third oldest child in a family of six children. In order for them to eat, he had to quit his schooling in the 11th grade. He helped support the family with his earnings as a messenger boy at Western Union. His school work had been mediocre. His hobbies were making radio sets which he could listen to himself, working on bicycles and watching machines work.

John felt somewhat cheated that he was the one who had to stop his schooling to help feed the family. His mother had a degree from college and had taught; however, she felt her place was in the home with the small children. His father finished the eighth grade and held blue-collar jobs when he could find them.

There was a desire in John's heart to have a better education. He wanted the better things in life and to go places and see things. He felt sure there were many more jobs a boy could do as he grew older.

He did hold temporary odd jobs, which did not pay very much. After several years he wondered if he should go back to school. Since he was making some money, he could get some clothes, have a little spending money and buy some food.

II. QUESTIONS

A. Do you think John should continue taking odd jobs whenever he could get them and make money, or take the GED Test and enter the services of the Army.

B. Do you think he should set higher aims in education in order to make more money?

JOB PROMOTION AND ADVANCEMENT
UNIT IX

REPRIMANDED!

I. SITUATION

Linda Smith and Susan Harris both completed two years of bookkeeping in high school. After graduation they both took positions with the Evans Department Store.

Linda and Susan were both employed as bookkeepers in the accounts receivable section. The head of the accounts receivable section was Albert Steck. Mr. Steck was highly satisfied with both Linda and Susan and felt that they both had about equal ability, after two years on the job.

Mr. Steck took a job with another business and the head of the accounting department appointed Linda Smith as the new head of the accounts receivable section. Susan Harris was hurt that she had not received the appointment. Susan became very angry when Linda found mistakes in her work and reprimanded her. After two weeks, Susan became quite upset about the whole matter and quit her job.

II. QUESTIONS

A. What made Susan act in the above manner?

B. What could Linda have done to avoid the situation?

C. Did the head of the accounting department use good tact?

D. Did Susan act in a very mature manner when the new situation developed?

JOB PROMOTION AND ADVANCEMENT
UNIT IX

OFFICE RULES OF 1859

Here's a set of rules which actually existed in an office back in 1859:

1. Office employees will daily sweep the floors, dust the furniture, shelves and showcases.
2. Each day fill lamps, clean chimneys and trim wicks. Wash windows once a week.
3. Each clerk will bring in a bucket of water and scuttle of coal for the day's business.
4. Make your pens carefully, you may whittle nibs to your individual taste.
5. This office will be open at 7 A.M. and close at 8 P.M. daily, except on the Sabbath, on which day it will remain closed. Each employee is expected to spend the Sabbath by attending Church and contributing liberally to the cause of the Lord.
6. Men employees will be given an evening off each week for courting purposes, or two evenings a week if they regularly go to Church.
7. After an employee has spent 13 hours of labor in the office, he should spend the time reading the Bible and other good books while contemplating the Glories and the building up of the Kingdom.
8. Every employee should lay aside from each pay check a goodly sum of his earnings for his benefit during his declining years, so that he will not become a burden upon the charity of his betters.
9. Any employee who smokes Spanish cigars, uses liquor in any form, gets shaved in a barber shop, or frequents pool and public halls, will give me good reason to suspect his worth, intentions, integrity and honesty.
10. The employee who has performed his labors faithfully and without fault for a period of five years in my service, and who has been thrifty and attentive to his religious duties, and is looked upon by his fellowmen as substantial and a law-abiding citizen will be given an increase of 5 cents per day in his pay, providing a just return in profits from the business permits it.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

CASE PROBLEMS - TEACHER SUGGESTIONS

BETTER YOURSELF (H-IX-3)

Starting a new job would demand a great deal from Chris, and an after-hours training class may be more than Chris should attempt to do.

JOHN (H-IX-4)

A. Excellent education and experience is offered in the Armed Service. He could take the GED Test and enter the service.

B. Higher goals help to motivate a student.

REPRIMANDED! (H-IX-5)

A. Susan felt that she should have been appointed section head.

B. Linda should have talked with Susan in an attempt to establish good rapport.

C. No, he could have talked with Susan about the matter.

D. No.

Name ______________________________

JOB PROMOTION AND ADVANCEMENT
UNIT IX

EVALUATION

1. Describe three ways employees may secure promotions within a company.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

2. List four benefits additional education might offer an employee.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

   d. ____

   ____

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3. Discuss provisions made by some companies to improve employee skills and/or prepare employees for advancement on the job?

JOB PROMOTION AND ADVANCEMENT
UNIT IX

ANSWERS TO EVALUATION

1. Describe three ways employees may secure promotions within a company.

   a. By mastering your present job completely--following directions, asking questions, following standard office practices, meeting deadlines, keeping standards high and checking the accuracy of your work.

   b. By developing a program of self-improvement--improving your personality, increasing your office skills and continuing your education.

   c. By showing initiative on the job--taking on additional responsibilities, handling more complicated work and suggesting improvements.

2. List four benefits additional education might offer an employee. (Select from among these six.)

   a. Advancement and job stability

   b. Better pay

   c. More exciting and challenging positions

   d. Increased responsibilities

   e. Prestige

   f. Personal satisfaction

3. Discuss provisions made by some companies to improve employee skills and/or prepare employees for advancement on the job?

   Many companies offer in-service training and educational assistance programs for their employees. In-service training can range from improving one's basic clerical skills (typewriting, shorthand, filing, etc.) to management development courses, seminars and discussion groups. Educational assistance is usually based on a percentage of the cost of tuition and fees and then only paid when a prescribed grade has been attained--at least "C" and sometimes "B" or higher.

JOB PROMOTION AND ADVANCEMENT
UNIT IX

ADDITIONAL AND/OR ALTERNATIVE EVALUATION MEASURES

1. Based on immediate plans of working or further school attendance, what should be your plan for improving your chances of advancement.
2. List the jobs you believe you could fill with your high school education.
3. What type of job would you like to hold five years from now? What additional training will you need?

APPENDIX A

SUPPLEMENTAL MATERIALS

1. BFA Educational Media (Units II, III)
221 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Request catalog of 16 mm films; includes films on several career areas such as bookkeeping, drafting, management and selling; rent or purchase

2. Careers (Units I, II, IX)
New York Life Insurance Company
Box 51
Madison Square Station
New York, NY 10010

Series of booklets on *Careers for a Changing World;* one copy of each free; additional copies 10 cents per copy; film also available--*What Will I Do With My Time?*

3. Changing Times Education Service (Units II, III, V, VIII, IX)
1728 H Street, N.W.
Washington, DC 20006

Request a catalog of learning resources; including units and filmstrips on a variety of career-oriented topics; costs vary

4. Curriculum Development Center for Kentucky (Units I, II, IV, VIII, IX)
Taylor Education Building, Room 151
University of Kentucky
Lexington, KY 40506

Request list of job- and work-oriented curriculum materials; includes following *Orientation to the World of Work* units:

Getting a Job
Self-appraisal for Employment
Learning About Job Clusters
Personal Development
The Role of Work in Our Society
How to Keep a Job

5. Everybody's Money (Unit VII)
P.O. Box 431
Madison, WI 53701

Low subscription rates to *Everybody's Money* with up-to-date information on all kinds of money problems

6. Eyegate House (Units II, VIII)
146-01 Archer Avenue
Jamaica, NY 11435

Following filmstrips available; $13.25 purchase:

Finding a Career
Getting a Better Job
Job Shopping
What Can You Do?

7. Federal Reserve Bank of Kansas City (Unit VII)
Federal Reserve Station
Kansas City, MO 64198

Film available; loan:

You and Your Money

8. Guidance Associates
Castleton Street
Pleasantville, NY 10570 (Units I, II, IV, VI)

Following filmstrips available; costs vary--$25 to $100 purchase:

Career Values: What Really Matters to You?
The Changing Work Ethic
Job Attitudes: Why Work at All?
Job Hunting: Where to Begin
You and Your Job Interview
Your First Week on the Job

9. International Film Bureau (Unit IV)
332 South Michigan Avenue
Chicago, IL 60604

Request list of filmstrips; includes following; low to moderate cost:

Job Adaptability
Five Basic Ways to be Well Dressed (women)
Image of Success (men)
Building a Basic Wardrobe (men)

10. J.C. Penney (Units I, II, VI, VIII)
1301 Avenue of the Americas
New York, NY 10019

Request catalog of educational materials; includes the following units; under $20:

Career Development: Education for Living
Career Decisions: Finding, Getting and Keeping a Job
Preparing for an Interview

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11. Job Service (Units II, III, V, VI)
Missouri Department of Labor and
Industrial Relations
Division of Employment Security

Contact office nearest you (listed under Employment Security Division, State of Missouri or Job Service, Missouri Division of Employment Security); provides job listings and placement services; request information about services available

12. Missouri Credit Union League (Unit VII)
6526 Lansdowne Avenue
St. Louis, MO 63109

Request *Teachers Assistance Program* catalog; includes following; free to nominal fees:

Classroom Money Management (kit)
Managing Your Money (game)
Using Money Wisely (film)

13. MPC Educational Publishers (Units II, IV)
3839 White Plains Road
Bronx, NY 10467

Request a *Catalog of Teaching Materials;* contains a variety of books and audio-visuals on personal grooming and career planning; costs vary, some low

14. Prudential Insurance Company of America (Units II, III)
Box 36, Public Relations Department
Newark, NJ 07101

Request copies of their booklets; free

Facing Facts About Career Opportunities for the High School Graduate
Facing Facts About Vocational Education for Your Career

15. Public Documents Distribution Center (Units II, III, V, VI)
Pueblo, CO 81009

Request *Consumer Information Catalog* of government publications; list includes following pamphlets; free or nominal cost:

Employment and Training Programs for Youth
Equal Pay and Equal Opportunity
Jobs Requiring Junior College or Technical Training
Merchandising Your Job Talents
The Young Worker

16. Singer Education and Training Products (Units IV, V, VI)
1345 Diversey Parkway
Chicago, IL 60614

Following filmstrips available; $14 purchase:

Interview
Job Seeking Skills
Personal Appearance
Resume
Self-concept and Employment

17. Southwestern Bell Film Library (Unit II)
4712 Troost Avenue
Kansas City, MO 64110

Request catalog; includes following films about career opportunities in the telecommunications industry; free loan:

All Kinds of People
Connecting
Engineering . . . Challenge of the Future
It's All in a Day's Work
Operator

18. The Career Resource Center (Units II, III)
Department of Elementary and Secondary Education
Box 480
Jefferson City, MO 65102

Source of information for career films, books, kits and other guides

19. U. S. Government Printing Office (Units II, V)
Washington, DC 20402

Following pamphlets available:

Laws on Sex Discrimination in Employment
Age Discrimination Employment Act
A Working Woman's Guide to Her Job Rights
American Manpower Today

Books:

Dictionary of Occupational Titles
Occupational Outlook Handbook

20. Vocational and Technical Education (Units II, IV, VI, VII)
Curriculum and Instructional Materials Center
1515 West 6th Avenue
Stillwater, OK 74074

Request information on career-related filmstrips available

APPENDIX B

REFERENCES USED IN PREPARATION OF THIS CURRICULUM GUIDE

Block Time--Simulation: Individualized Office Instructional System, Volume 5, 100 Case Problems for the Block Time Simulation Program, East Lansing, Michigan; Department of Secondary Education and Curriculum, Michigan State University, 1969.

Business and Office Occupations Cluster: Introduction to Vocations. State of New Jersey: Department of Education, Division of Vocational Education, 1975.

Campbell, Sally R. *Consumer Education in an Age of Adaptation.* Chicago: Sears, Roebuck and Company, 1971.

Career Exploration for Home Economics I. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1972.

Cornett, Frank; Davidson, Walter; Sparks, Major. *Case Problems for Enriching Class Discussion.* Edited by Judith C. Parsley. Lexington, Kentucky: Instructional Materials Laboratory, University of Kentucky, 1970.

DeBrum, S. Joseph; Haines, Peter G.; Malsbary, Dean R.; Daughtrey, Anne Scott. *General Business for Economic Understanding*, 11th Edition, Teacher's Activity Guide. Cincinnati: South-Western Publishing Company, 1976.

Oliverio, Mary Ellen; Pasewark, William R. *Secretarial Office Procedures*, 9th Edition. Cincinnati: South-Western Publishing Company, 1977.

Russon, Allien R. *Personal Development for Business*, 4th Edition. South-Western Publishing Company, 1973.

Secretarial Orientation and Job Placement. Charleston, West Virginia: State Board of Education. Bureau of Vocational, Technical and Adult Education. Business and Office Education, 1971.

Securing Employment: Competency Based Teaching Module. Occupational Home Economics Education Series, U. S. Government Printing Office, Washington, D.C., 1977.

Whetstine, Gladys; Nielsen, Linda; Archer, Beverly. *Cooperative Office Education.* Stillwater, Oklahoma: Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1972.